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ABSTRACT

The range of administrative tasks performed by 679 heads of academic departments in Australian colleges of advanced education was surveyed, along with the perceptions of the administrators of their professional development needs. In addition to information about the respondent's appointment and experience, a questionnaire addressed 83 tasks, subdivided into the following seven areas: budgeting and financial control tasks, student relations and associated tasks, human relations and personnel administration tasks, curriculum and instruction tasks, personal/professional development tasks, internal administration tasks, and maintenance of internal/external relations tasks. The tasks most likely to be carried out by heads of departments concern the maintenance of internal external relationships, human relations and personnel administration, and personal and professional development. Heads at more senior levels of appointments were more likely to perform policy-related tasks associated with financial management, planning, staff leadership, and internal/external relationships. Heads at the level of lecturer were more likely to carry out certain more routine tasks. Almost one-half consider the most important aspect of their role as head of department to be staff development and motivation. Heads in large, multi-purpose colleges expressed much lower needs for professional development than did their colleagues in other colleges. In general, the professional development needs were perceived to be greater for heads at lower levels of appointment. Recommendations at the systems level and at the individual college level, a bibliography, a questionnaire, and detailed survey results are included. (SW)

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AUSTRALIAN CONFERENCE OF PRINCIPALS
OF COLLEGES OF ADVANCED EDUCATION

THE ADMINISTRATIVE TASKS AND PROFESSIONAL DEVELOPMENT NEEDS OF HEADS OF ACADEMIC DEPARTMENTS

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January, 1982

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OF COLLEGES OF ADVANCED EDUCATION

THE ADMINISTRATIVE TASKS AND PROFESSIONAL DEVELOPMENT NEEDS OF HEADS OF ACADEMIC DEPARTMENTS

Alan J. Lonsdale

W. Neil Bardsley

JANUARY, 1982

The Australian Conference of Principals of Colleges of Advanced Education wishes to record its appreciation of the work of the writers in conducting and reporting on this study and to acknowledge with thanks the assistance provided by the Western Australian Institute of Technology.

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PREFACE AND ACKNOWLEDGEMENTS

In mid-1980 the Australian Conference of Principals of Colleges of Advanced Education invited tenders for the conduct of a research project to identify the administrative tasks and professional development needs of heads of academic departments in Australian colleges of advanced education. Following the consideration of submissions, the Educational Development Unit at the Western Australian Institute of Technology was commissioned to conduct the project, under the direction of A.J. Lonsdale and W.N. Bardsley. Work commenced on the project late in 1980 and continued through 1981.

The project took the form of a survey of heads of academic departments in member colleges of the Australian Conference of Principals of Colleges of Advanced Education, using a questionnaire based on one developed by the Task Force on Management Practices in Higher Education at the University of Nebraska-Lincoln. Professor Alan T. Seagren, Assistant Vice Chancellor for Academic Affairs at the University of Nebraska-Lincoln, kindly consented to the use of a modified version of the Nebraska questionnaire by the Conference, and provided valuable assistance to the initial planning of the project; these contributions are gratefully acknowledged.

As the original Nebraska questionnaire had been designed for use in a single American university, substantial modification was necessary to adapt it for use at the system level in Australia. The questionnaire was initially adapted by members of the Conference's Standing Committee on Training Administrators in Advanced Education, and pilot-tested at the N.S.W. Institute of Technology and Kuring-gai College of Advanced Education. Further assistance in questionnaire development was provided by senior academic staff at the Western Australian Institute of Technology.

A number of other people also contributed to this project. Michael Done was a member of the research team for much of 1981, and contributed substantially to the survey design, questionnaire design and computer programming and analysis. Gerry Pauley also assisted with computer analysis. Vivien Clift provided valuable administrative and research assistance; she was responsible for liaison with colleges and participants and very ably analysed the substantial volume of open-ended responses in the questionnaire returns.

Marie Goss and Jean O'Connell provided typing support throughout the duration of the project, and were especially patient and helpful during the preparation of the final report.

Graphic artists Devon Crozier and James Mitchell assisted with aspects of the questionnaire design and final report. These various contributions are all gratefully acknowledged.

Alan Lonsdale

January 1982

THE ADMINISTRATIVE TASKS AND PROFESSIONAL DEVELOPMENT NEEDS OF HEADS OF ACADEMIC DEPARTMENTS

SUMMARY

Purpose of the Study (p.1)*

In March 1981, all heads of academic departments in member colleges of the Australian Conference of Principals of Colleges of Advanced Education were invited to complete a questionnaire designed to identify their administrative tasks and perceptions of their professional development needs. The survey was conducted by A.J. Lonsdale and W.N. Bardsley of the Educational Development Unit at WAIT using a questionnaire based on one developed by the Task Force on Management Practices in Higher Education at the University of Nebraska - Lincoln. An overall response rate of 77 percent was achieved by the return of 679 completed questionnaires.

As well as identifying the range of administrative tasks carried out by heads and their perceptions of their professional development needs, the project was ultimately to make recommendations concerning professional development programs for heads. Given the variability in size, structure, function and purpose of Australian colleges of advanced education this was no easy task. The national report contains details of the analyses according to type of college, size of department, level of appointment, and years of experience as head of department. Separate institutional reports have been provided to each participating college, and their results should be interpreted in the light of the national report. Only the national results are discussed in this summary.

The Questionnaire (p.6)

The main section of the questionnaire comprised 83 tasks subdivided into seven areas:

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* A more detailed discussion on this part of the summary may be found in the section of the full report commencing on this page.

1. Budgetting and financial control.
2. Student relations and associated administrative tasks.
3. Human relations and personnel administration tasks.
4. Curriculum and instruction tasks.
5. Personal/professional development tasks.
6. Internal administration tasks.
7. Maintenance of internal/external relations tasks.

For each task, respondents were asked to indicate whether that task was currently one of their responsibilities (yes - no), to what extent it should be one of their responsibilities (on a scale of 1 - 4 from "very important" to "of no importance"), and to what extent they needed professional development for the task (on a three point scale - no need, some need, considerable need). In addition they were asked what they considered were the most important aspects of their role as head of department and in what areas they felt most in need of professional development. Certain biographical information about the heads was also obtained.

Three-quarters of the heads were appointed at the principal lecturer or senior lecturer level and almost one-half were considered relatively new to the job, having been appointed for three years or less (p.10). Over 60 percent had a teaching load (including supervision of post-graduate students) of between 5 and 12 hours per week (p.12). The largest proportion (42 percent) headed departments with between 6 and 15 academic staff (p.11).

Most Common Tasks of Heads (p.13)

In the analysis of tasks actually carried out by the head of department, the most commonly performed tasks were in the areas of maintenance of internal/external relationships, human relations and personnel administration, and personal and professional development. Heads at more senior levels of appointment were more likely to perform policy-related tasks associated with financial management, planning, staff leadership and internal/external relationships. Heads at the level of lecturer were more likely to carry out certain more routine tasks (p.17). Heads responsible for large departments were more likely to be involved in financial management and personnel management (p.16). More experienced heads tended to report a wider range of responsibilities (p.16).

When asked to indicate, for each task, how important they believed it to be that the task should be one which they personally carry out, it was clear that heads regarded tasks which they themselves performed as most important. This may be a rationalisation of course, or it may be that heads are able to arrange their personal responsibilities so that they can concentrate on the tasks they consider important. This finding may warrant further investigation (p.20).

Almost one-half consider the most important aspect of their role as head of department to be staff development and motivation. The second most frequently mentioned important task area was related to the leadership of academic and administrative activities. Curriculum development and evaluation activities, the maintenance of academic standards and general administration were also regarded as important aspects of the heads' role. (p.20)

Professional Development Needs of Heads (p.24)

With respect to their professional development needs, the areas perceived by heads as being most important were:

> Management of academic staff.
> Planning and evaluating instructional programs.
> Obtaining feedback about the head's performance.
> Utilizing computer services for departmental management.
> Soliciting outside funds for the department.
> Engaging actively in a research role.
> General management and administration of a department. (p.24)

It is important to note that the national results obscure substantial variations at the individual college level because of such factors as college size, type and structure. Heads in large, multi-purpose colleges expressed much lower needs for professional development than did their colleagues in other colleges. Their five main concerns were obtaining feedback about their own performance, motivating and evaluating departmental staff, obtaining outside funds for the department, utilizing computer services for departmental management and implementing staff disciplinary procedures. (p.33)

Heads in colleges concerned mainly or wholly with teacher education expressed the greatest need for professional development. Their needs

were particularly strong in the general area of curriculum and instruction, obtaining feedback about their own performance, engaging actively in research, evaluating the performance of academic staff and soliciting grants or outside funds for the department. (p.33)

Analysis by departmental size indicated that heads of larger departments tend to have more strongly expressed professional development needs, particularly in the areas of the management of academic staff and obtaining feedback about their own performance. Heads of medium-sized departments have stronger needs in areas relating to the design and evaluation of academic programs. (p.28)

In general, the professional development needs were perceived to be greater for heads at lower levels of appointment. (p.32)

Alternative Professional Development Programs (p.46)

These results have obvious implications for the design of programs to satisfy the professional development needs of heads of academic departments. In Australia, professional development workshops and other programs for senior academic administrators have occurred to only a very limited extent. On the other hand, a considerable amount of experience has accumulated overseas, notably in North America. Since the findings from this study show that heads in Australian colleges of advanced education have similar professional development needs to their North American counterparts, it is appropriate to examine overseas experiences in developing alternative models. (p.43). Alternative approaches need to be evaluated in terms of their quality, their ability to cater for local and individual needs, and their costs (p.46).

One approach would involve the development and provision of high quality workshops at the state or national level, with heads travelling to one or more centres where programs would be conducted. A second model involves the mounting of programs by individual institutions, catering specifically for the particular needs of the heads of department. Alternatively, groups of institutions in the same geographical area might collaborate in the mounting of programs to meet the common needs of heads from the different institutions. Other variations and combinations of these three basic models should not be overlooked. (p.46).

Recommendations

1. That the Conference explore with the Institute for Departmental Leadership at Florida State University and the W.K. Kellogg Foundation, mechanisms whereby the Institute's program might be extended to Australian colleges of advanced education.(pp48,51)

2. That consideration be given to means whereby the model developed by the Higher Education Research and Development Society of Australasia might be utilised for the professional development of heads of academic departments. (pp50,51).

3. That groups of colleges located in geographical proximity might consider a co-operative scheme whereby resources would be pooled to mount workshops or other activities on topics of local relevance. (p52).

4. That individual colleges, in the light of the institutional reports, consider the mounting of workshops or other activities on topics related to the particular needs of the college and its heads. (p53).

5. That individual colleges consider the development of systems which provide feedback to heads of departments on their performance. (pp50, 53).

CHAPTER 1

INTRODUCTION : PURPOSES OF THE STUDY

1.1 Rationale

> Most academic staff with administrative responsibilities have little or no training for this role; at the same time they tend to be the most senior staff in an institution and occupy key positions with respect to decisions concerning the future and current activities of the institution. Institutions should provide initial and continuing professional development programs for academic staff with management and administrative responsibilities.

The above quotation is drawn from a policy statement recently published by the Higher Education Research and Development Society of Australasia on the professional development of academic staff (HERDSA, 1980). Similarly, as part of a description of staff development in the United States, Gaff (1979) writes:

> Just as faculty members receive little preparation for their instructional roles, administrators have little training for the leadership, policy formulation, administrative and managerial roles of their work. Department chairmen, deans vice-presidents, and presidents - no less than faculty members - need to develop and, furthermore, they need to encourage and support the growth of individuals in their charge.

These two quotations encapsulate the major reasons for the research described in this report.

The head of department in a college of advanced education occupies a key role in the operation of the institution. In the American context Roach (1976) estimated that 80 percent of all administrative decisions in colleges occurred at the departmental level. The head of department is the person responsible for the leadership and management of the main activities of an institution - teaching, research and other forms of service - and for the people and resources involved in those activities. He or she frequently has a complex set of responsibilities which span a wide range of internal departmental components including academic and support staff, students, resources, teaching programs and research activities, while at the same time acting as a major link between the department, the institution as a whole and the external community.

Hoyt and Spangler (1977) argue that the academic department head has increasingly become recognised as a major determinant of institutional success. An important component of this effect is the head's potential for influencing staff effort and accomplishment. In a study conducted in an Australian college of advanced education, academic staff interviewed highlighted the key role played by the head of department in affecting teaching and learning within the department, in a variety of ways which are mainly indirect - through academic leadership and guidance, the influence on staff morale and departmental climate, the establishment and maintenance of departmental goals and appropriate priorities, and through facilitating the smooth running of the department. (Lonsdale, 1977). Similarly, in a recent study of staff perceptions of the impact of the "steady state" on their academic work and professional lives, staff in two different disciplinary areas highlighted the important role of heads of department and deans in moderating the effects of, for example, declining resources, changing patterns of student enrolment and reducing career prospects on the motivation and activities of the department and its individual members (Lonsdale & Williamson, 1980).

Hoyt and Spangler (1977) conclude that "there is ample reason to believe that one of the surest methods for improving the quality of a college or university would be to improve the quality of its department heads".

Over recent years, considerable attention has been given to staff development in both universities and colleges of advanced education. As well as the establishment of many centres for educational development, the formation of professional associations and conferences, there has been considerable research and writing on the subject. The major emphasis in all these activities has been the development of the knowledge, skills and attitudes of those directly concerned with the instructional process - the teaching staff. Only relatively recently has serious attention been given to the professional development of senior academic staff with leadership and administrative responsibilities. In Australia, professional development workshops for heads of department and deans have been conducted in a limited number of institutions over the past two years or so. In the United States a number of programs have been operating for some time (Scott, 1978). While much has been accomplished in evolving conceptual frameworks and methods for the development of

teaching staff, approaches to the development of academic leadership and administration are still in their infancy. One significant development is a program currently being conducted by the American Council on Education and funded by grants to the value of $1.25 million from the W.K.Kellogg Foundation. This five year program aims to develop the planning, management and leadership capabilities of department chairpersons in universities and colleges throughout the United States and Canada.

1.2 Purposes of Study

Many questions remain to be answered concerning the professional development of heads of academic departments. What form should professional development take? How should it be done? By whom? What are the specific developmental needs? More basically, what are the specific tasks and responsibilities of those concerned with academic management and leadership? Given the variability in size, structure, function and purpose of Australian colleges of advanced education, what is the range of administrative tasks of heads of department? No definitive information on this question is currently available.

Accordingly, there are three main aims for this project:

(a) To identity the range of administrative tasks involved in the work of heads of academic departments in Australian colleges of advanced education.

(b) To identify their perceptions of their professional development needs.

(c) To make recommendations concerning professional development programs for heads of academic departments in Australian colleges of advanced education.

1.3 Form of Reports

This report presents the findings for the entire group of colleges involved in the study, at the national level. In addition to the overall findings, the data have been analysed in terms of:

(a) years of experience as "head of department"

(b) level of appointment as "head of department"

(c) size of department, and

(d) type of college.

The results of these more detailed analyses are included in this report.

The overall results obscure many variations at the individual college level, which may be important in understanding the patterns of functioning of heads within an institution, and the consideration of specific professional development needs and programs. For this reason, a separate analysis of the questionnaire results has been performed for each institution. These institutional reports have been provided separately to each participating college, and should be interpreted in the light of the national report. An example of a portion of an institutional report is provided in Appendix 3.

CHAPTER 2

RESEARCH PROCEDURES

2.1 Whom does one ask?

Various approaches to the determination of administrative responsibilities and professional development needs may be used. Formal institutional statements of responsibility are one source of information, although these, if they exist, tend to be couched in such general terms as to provide little guidance in determining professional development needs.

The perceptions of others within an institution can constitute an important source. More senior administrators may take a broader view of the functioning of the department in relation to the institution as a whole, and might be better able to distinguish between "true needs" and "expressed wants".

Staff members within departments can provide an important perspective (Startup 1976, Troutman 1979), and analyses of relationships between the perceptions of different groups can assist an understanding of the organisational dynamics which influence the work and developmental needs of the heads of department. Olswang and Cohen (1979), for example, studied the stress arising from dissonance between role perceptions of administrators at different levels (deans, chairpersons and provosts), and hence derived professional development needs. Zucker (1978), in addition to surveying the perceptions of heads concerning the range of their administrative duties, examined their role relationships with such groups as departmental associates, other administrators and students, and also sought estimates of the time spent on administrative tasks.

Hoyt and Spangler (1978) first obtained the perceptions of heads of department concerning the relative importance of a set of administrative activities. Academic staff members within the head's department then judged the importance which should be given by the head to each of these activities, and rated the head's effectiveness over the past twelve months. This combined information was used to derive professional development needs.

As a first step, this study uses a functional approach focusing on specific administrative tasks rather than roles, and aims to identify the perceptions of heads of department themselves concerning:

(a) the range of administrative tasks they actually carry out,

(b) the importance of each task, as one of their responsibilities, to the achievement of the goals of the department, and

(c) their specific needs for professional development.

2.2 The Questionnaire

The study employed a questionnaire based on one developed by the Task Force on Management Practices in Higher Education at the University of Nebraska - Lincoln, and made available to the Conference for the purposes of this project. The initial questionnaire development was based on an extensive review of the literature on the role of the head of department, together with interviews of heads, deans and vice-presidents. The Australian version of the questionnaire was a modification by the Conference's Standing Committee on Training Administrators in Advanced Education and the research team, to take account of conditions in Australian colleges of advanced education. The first section requested information about the respondent such as the level of appointment, experience, and the number of academic staff within the department. The main section of the questionnaire comprised 83 tasks of heads of department, subdivided into seven areas. These areas, together with illustrative items, are shown below. The complete questionnaire is shown in Appendix 1 .

1) Budgetting and financial control tasks

Examples:
a) Planning/estimating non-salary type expenditure for the next financial year

b) Devising a system for monitoring expenditure

2) Student relations and associated administrative tasks

Examples:
a) Deciding eligibility of individual undergraduate student applicants

b) Arranging for student input into decisions concerning courses and curricula

3. Human relations and personnel administration tasks

   Examples:
   a) Identifying academic staffing needs
   b) Evaluating the performance of academic staff

4. Curriculum and instruction tasks

   Examples:
   a) Establishing short term (one year) academic goals for the department's teaching programs
   b) Surveying student needs and interests concerning curriculum and instruction

5. Personal/professional development tasks

   Examples:
   a) Assisting staff in research and scholarly activities
   b) Regularly providing feedback to staff about their performance

6. Internal administration tasks

   Examples:
   a) Preparing requisitions for purchases
   b) Making decisions in relation to the organisational structure and governance of the department

7. Maintenance of internal/external relations tasks

   Examples:
   a) Representing the department to administration
   b) Contacting prospective employers on behalf of graduates

For each task, respondents were asked to indicate whether that task was currently one of their responsibilities (yes - no), to what extent it should be part of their responsibilities (on a scale of 1 - 4 from "very important" to "of no importance") and to what extent professional development was needed for the task (on a three point scale - no need, some need, considerable need). Finally they were asked what they considered were the most important aspects of their role as head of department and in what areas they felt most in need of professional development.

2.3 Data Source

Australian colleges of advanced education display very considerable variation in purpose, size and organisational complexity. The term "head of department" is employed differently in different colleges; for the purposes of this study it refers to those senior staff who have direct administrative and academic leadership responsibilities for the conduct of a discipline (or set of related disciplines) and for the teaching and associated activities of the academic staff in that area. A "head of department" would usually have responsibilities in several (and in some cases all) of teaching programs, budgetting and financial control, the appointment, promotion and review of academic staff, staff development, internal administrative matters, representation on institutional committees, and general oversight of technical and/or clerical-secretarial staff. Depending on the management structure of the institution, staff at levels of appointment in the range head of school, principal lecturer, senior lecturer or lecturer might be classified as "head of department".

Similarly, the organisational grouping for which a "head" may be responsible varies between colleges. For the purposes of the study this grouping was called a "department"; other titles which may apply in particular institutions are division, school, faculty, discipline, centre or program.

All sixty-six member colleges of the Australian Conference of Principals of Colleges of Advanced Education were invited to participate in the study. Sixty-one colleges agreed to do so; the remainder were unable to participate for reasons of internal reorganisation or smallness of numbers. Those colleges not participating were small and reduced the number of potential respondents by about 12.

Using the definition given above, colleges identified senior staff who fitted the category "head of department" as the population for the survey. All 882 heads so identified were invited to participate; 679 did so, giving an overall response rate of 77 percent.

The response rate for individual institutions ranged from 43 to 100 percent. There was no identifiable relationship between college response rate and other institutional variables such as size, location or nature of programs.

One indicator of the variation between colleges is the number of "heads of department" in an institution. Table 1 shows the distribution of heads for the 61 colleges studied.

Number of heads in a college	Number of colleges
1 - 5	8
6 - 10	22
11 - 15	7
16 - 20	10
21 - 25	8
> 25	6
Total	61

Table 1. Distribution of heads for the 61 colleges

CHAPTER 3.

CHARACTERISTICS OF HEADS OF DEPARTMENTS

The first section of the questionnaire sought limited biographical information. This information is summarized in the following sections.

3.1 Time in present position

As Table 2 shows, almost half the respondents could be considered to be relatively new to their present positions; 11.6% were in the first year of their appointment, and a further 36.8% had been appointed for between one and three years.

In all 13.3% were occupying the position in an acting capacity.

Years in present position	Number	Percent
0	79	11.6
1	104	15.3
2	74	10.9
3	72	10.6
4 - 7	224	33.0
8 - 15	122	18.0
> 15	4	0.6
	679	100.0

Table 2: Time in present position as head.

3.2 Academic Rank

As defined for the purposes of this study, heads of department varied in academic rank from head of school to lecturer.

Academic Rank	Number	Percent
Head of School	113	16.6
Principal Lecturer	274	40.4
Senior Lecturer	240	35.3
Lecturer	51	7.5
Other	1	0.2
	679	100.0

Table 3. Academic rank of heads

3.3 Prior Administrative Experience

Most had obtained prior administrative experience, with only 10.2% indicating no prior experience. The greater proportion had prior experience generally similar to that in their current position, as Table 4 shows. Some had prior experience in more than one area.

Prior Administrative Experience	Number	Percent of Respondents
In education, with responsibilities generally similar to current position.	306	45.1
In education, with responsibilities generally different to current position.	235	34.7
In a field other than education.	181	26.7
No previous experience	82	12.1

678 respondents answered this question.

Table 4. Prior administrative experience of heads.

3.4 Staff Responsibilities

One index of the scale and complexity of a head's administrative responsibilities is the number of academic staff for whom he or she is directly responsible.

Six percent of respondents headed one person departments, that is, they had no direct academic staff responsibilities. The largest proportion (42.1%) headed departments with between 6 and 15 academic staff.

Number of academic staff for whom head is directly responsible	Number	Percent
0	38	5.6
1 - 5	152	22.4
6 - 15	286	42.1
16 - 25	99	14.6
> 25	104	15.3
	679	100.0

Table 5. Number of academic staff for whom responsible.

3.5 Teaching Load

The majority of heads (over 60%) had a teaching load (including supervision of post-graduate students) of between 5 and 12 hours per week. Forty-six (6.8%) had no direct teaching responsibilities.

Average teaching load (hours per week)	Number	Percent
0	46	6.8
1 - 4	80	11.8
5 - 8	202	29.7
9 - 12	210	31.0
13 - 16	91	13.3
> 16	50	7.4
	679	100.0

Table 6. Teaching loads of heads

THE RANGE OF ADMINISTRATIVE TASKS OF HEADS OF DEPARTMENT

While substantial variation occurs from institution to institution, for the group as a whole, all of the 83 administrative tasks were personally carried out by some of the respondents. The lowest frequency task was "utilizing computer services for departmental management", which was handled by only 28% of respondents. The highest frequency task was "delegating authority and responsibility to departmental personnel for completion of tasks"; 99% of respondents reported that they do this.

4.1 Most Commonly Performed Tasks

Table 7 shows the number of tasks in each broad category for which 75 percent or more of the respondents indicated that the task is one which they personally carry out. The table also indicates the number of tasks handled by 90 percent or more of the respondents.

Overall, 61% of the tasks were personally carried out by 75% or more of the respondents; 21% were carried out by 90% or more. The table shows that the tasks most likely to be carried out by heads concern the maintenance of internal and external relationships, human relations and personal administration, and personal and professional development.

The tasks carried out by 90% or more of respondents were:

200 : Budgetting and financial control tasks - Nil

300 : Student relations and associated administrative tasks - Nil

400 : Human relations and personnel administration tasks

- 401 Identifying academic staffing needs
- 403 Reviewing applications for academic positions
- 405 Interviewing applicants for academic positions
- 409 Providing leadership and guidance to academic staff
- 413 Motivating departmental staff

500 : Curriculum and instruction tasks

- 502 Establishing longer term (more than one year) academic goals for the department's teaching programs
- 505 Encouraging the introduction and evaluation of new instructional materials and methodologies

AREA	Number of tasks in area	Tasks carried out by 75% or more		Tasks carried out by 90% or more	
		Number	% of area	Number	% of area
200 : Budgetting and financial control	7	4	57	-	-
300 : Student relations	9	2	22	-	-
400 : Human relations and personnel administration	14	10	71	5	36
500 : Curriculum and instruction	12	7	58	2	17
600 : Personal/professional development	15	10	67	5	33
700 : Internal administration	15	9	60	2	13
800 : Internal/external relationships	11	9	82	7	64
	83	51	61	21	25

Table 7 : Distribution of tasks carried out by greater than 75%, and greater than 90% of respondents.

600 : Personal/professional development tasks

603 Participating in classroom instruction

606 Encouraging staff attendance at professional meetings

611 Providing for a continuous process of inquiry and discussion about the programs of the department

613 Counselling and advising staff

615 Encouraging the professional development of staff in directions consistent with long term departmental goals

700 : Internal administration tasks

710 Making decisions about the organisational structure and governance of the department

712 Delegating authority and responsibility to departmental personnel for completion of tasks

713 Using committees to assist in the accomplishment of departmental functions

800 : Maintenance of internal/external relationship tasks

801 Representing the department to administration

803 Liaising with external professional bodies or related organisations

804 Coordinating activities related to the accreditation/ reaccreditation of courses in the department

805 Interpreting institutional goals and policies to staff and/or students

806 Attending meetings of institutional boards, committees, etc.

807 Preparing reports on departmental functions

808 Taking up staff complaints or problems with the institution's administration

4.2 Least Commonly Performed Tasks

The tasks carried out by less than 50% of respondents were:

200 : Budgetting and financial control tasks

203 Devising a system for monitoring expenditure

300 : Student relations and associated administrative tasks

301 Maintenance of student files/records

400 : Human relations and personnel administration tasks

Nil

500 : Curriculum and instruction tasks

508 Supervising the use of curriculum resources e.g. library and instructional materials

512 Conducting follow up studies of graduates

600 : Personal/professional development tasks

608 Maintaining a professional library for the department

700 : Internal administration tasks

705 Utilizing computer services for departmental management

800 : Maintenance of internal/external relationship tasks

811 Contacting prospective employers on behalf of graduates

4.3 Relationship with Departmental Size

An analysis by departmental size showed that the budgetting and financial control area was more likely to be a personal responsibility for heads of large departments. Five of the seven tasks in this area are handled by more than 80% of heads with 16 or more academic staff (Tasks, 201, 202, 204, 206, 207).

Similarly, tasks relating to human relations and personnel administration, decision making and governance are more likely to be handled by heads of large departments.

In general, there were no relationships with departmental size for the other task areas.

4.4 Relationship with Experience as Head

For several of the task areas, more experienced heads were more likely to report that tasks were performed by them. Table 8 demonstrates some typical results.

Task	Percentage of heads performing task, for varying years of experience		
	0 - 1 year	2 - 5 years	> 5 years
404 Preparing advertisements for recruitment of academic staff	67%	77%	89%
411 Evaluating the performance of academic staff	79%	88%	93%
510 Surveying community needs and interests concerning curriculum and instruction	65%	69%	80%

Table 8: Examples of relationship between experience and percentage of heads performing tasks.

This trend was evident for all but one of the tasks in the area of human relations and personnel administration, and for most tasks in the areas of curriculum and instruction, personal/professional development, internal administration, and maintenance of internal/external relationships.

The explanation for this trend is not obvious, although it may be that, in the absence of detailed duty statements for heads, as is generally the case, experience is needed for heads to appreciate the full range of their responsibilities.

4.5 Relationship with Academic Rank

In general, heads at more senior levels of appointment, particularly those at head of school level, were more likely to report that they were personally responsible for a wide range of tasks. This applied to all task areas except internal administration. Table 9 demonstrates the distribution of tasks carried out by those at head of school level, in comparison with the total group.

AREA	Number of tasks in area	Tasks carried out by 75% or more		Tasks carried out by 90% or more	
		All respondents	Heads of Schools	All respondents	Heads of Schools
200 : Budgetting and financial control	7	4 (57%)	6 (86%)	-	1 (14%)
300 : Student relations	9	2 (22%)	2 (22%)	-	1 (11%)
400 : Human relations and personnel administration	14	10 (71%)	11 (79%)	5 (36%)	7 (50%)
500 : Curriculum and instruction	12	7 (58%)	8 (67%)	2 (17%)	4 (33%)
600 : Personal/ professional development	15	10 (67%)	11 (73%)	5 (33%)	7 (47%)
700 : Internal administration	15	9 (60%)	7 (47%)	2 (13%)	6 (40%)
800 : Internal/external relationships	11	9 (82%)	10 (91%)	7 (64%)	8 (73%)
	83	51 (61%)	55 (66%)	21 (25%)	34 (41%)

Table 9: Distribution of tasks carried out by greater than 75%, and greater than 90% of heads of schools.

Heads at more senior levels of appointment were more likely to perform policy-related tasks associated with financial management, planning, Heads leadership and internal/external relationships. Staff at lecturer level were more likely to carry out a small number of more routine tasks (for example, 301 : Maintenance of student files/records; 309: Reviewing the progress of individual students; 701: Preparing statistics for departmental decision making; 702: Preparing requisitions for purchases).

CHAPTER 5.

IMPORTANCE OF ADMINISTRATIVE TASKS

Respondents were asked to indicate, for each task, how important they believed it to be that the task should be one which they personally carry out.

The detailed results for this question are shown in Appendix 2. In general, a mean score of about 1.7 or less indicates that 80% of respondents believe it is important, or very important, that the task should be one of their personal responsibilities. A mean score of 2.5 indicates that respondents are approximately evenly divided between important/very important, and some/no importance.

For all areas, there is a close relationship between whether the task is actually a responsibility, and its importance, that is, between the responses on questions 1 and 2. Figure 1 demonstrates this relationship. Tasks which are carried out by a large proportion of respondents tend to be judged to be important. Various possible explanations can be advanced for this relationship, which tends to reinforce the status quo. Perhaps heads rationalize that because they perform a task, it must be important? Perhaps heads are able to arrange their personal responsibilities so that they are able to concentrate on those tasks they consider important? In any event this finding was not anticipated, and may warrant further investigation.

In broad terms, tasks considered to be most important were all related to the management of academic staff: staff leadership, identification of staffing needs, selection, delegation, and the motivation of staff.

The perceived importance of a task tends to be related to the size of the department, and the experience of the head in the same manner as is the likelihood of the task being performed. (See Sections 4.3 and 4.4).

The final page of the questionnaire elicited open-ended responses through the question "What do you consider to be the most important aspect(s) of your role as head of department?", and provided additional useful insights. Reinforcing the above finding, the results for this section show that almost half the respondents (47.5 per cent) consider the most important aspect of their role as head of department to be staff development and motivation.

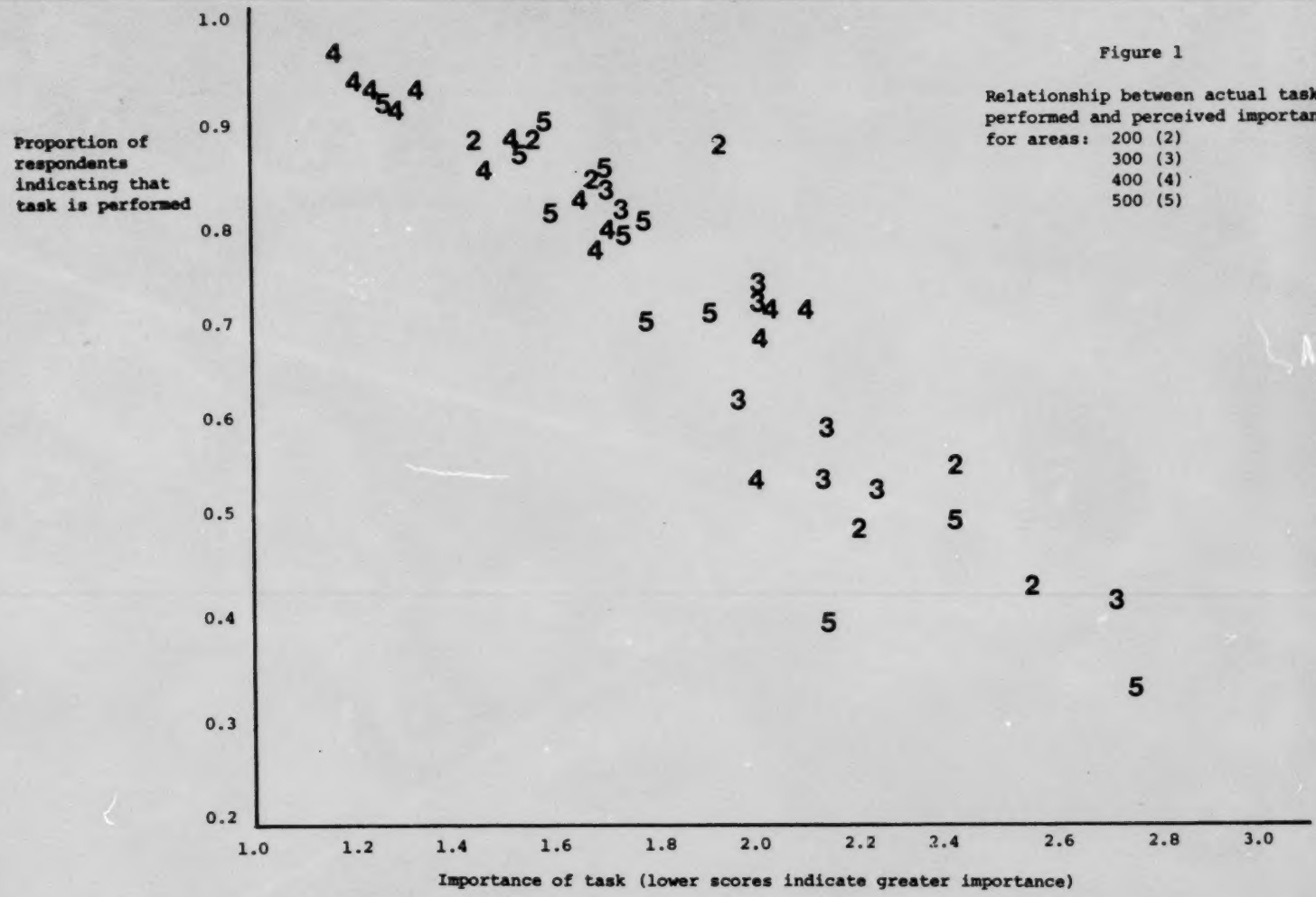
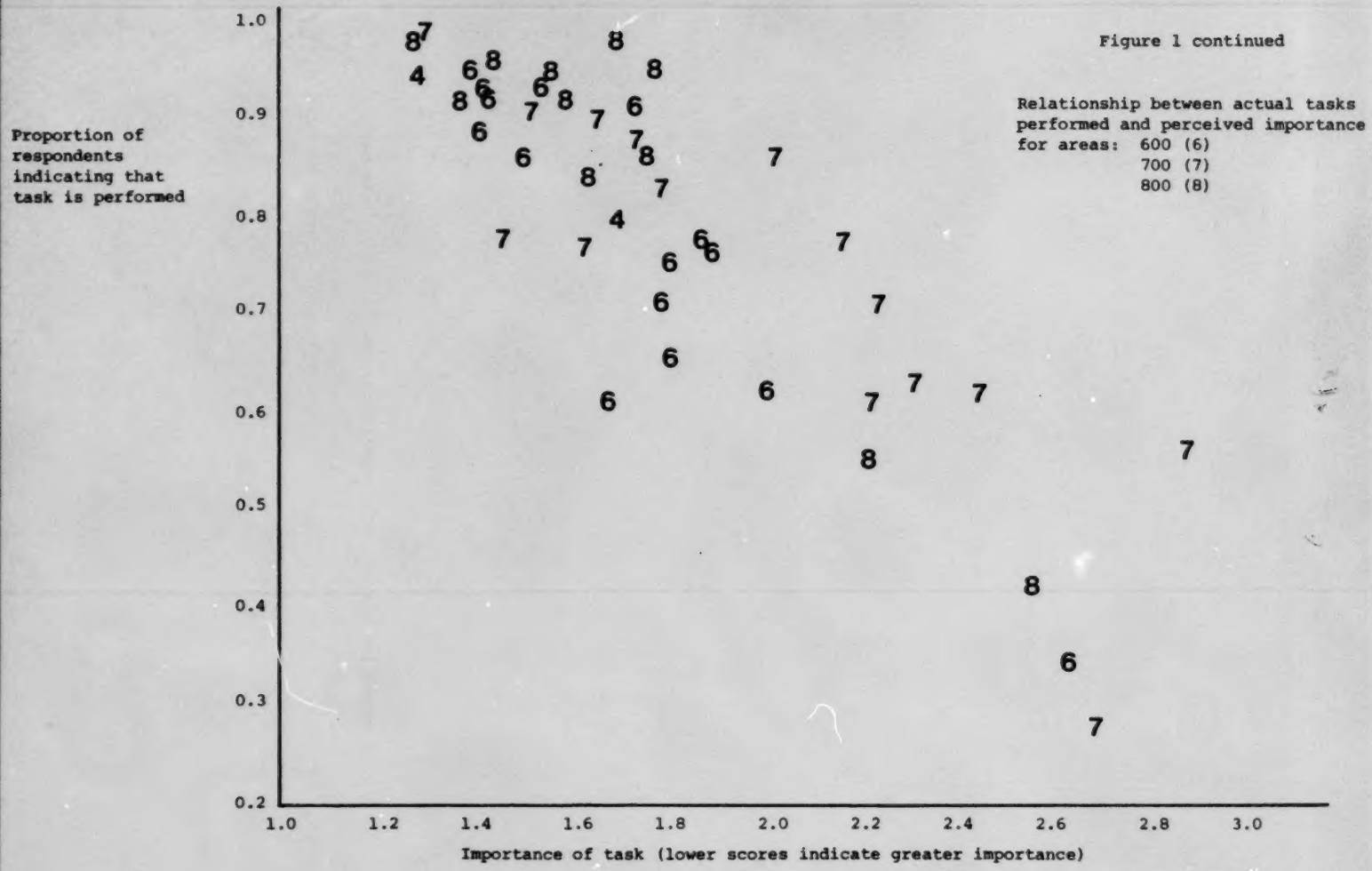


Figure 1

Relationship between actual tasks performed and perceived importance for areas: 200 (2)
300 (3)
400 (4)
500 (5)

Figure 1 continued



Included in this category were the following related activities: creating conditions in which staff can achieve their best, enhancing morale and maintaining staff confidence, maintaining harmonious working relationships/environment, encouraging innovation, and personnel management and consulting with staff.

A closely related area is the leadership of academic and administrative activities, which 39 percent considered to be one of the most important aspects of their role. This includes the provision of guidance to both academic and support staff, providing a sense of direction, cohesion and a unified purpose to build an effective team, and setting a professional example to staff.

Curriculum development and evaluation activities were third in the list of most important activities of the head of department. Twenty eight per cent of the respondents mentioned the following aspects of curriculum/ course development: identifying needed courses, providing relevant and interesting courses, and encouraging more effective teaching.

Approximately one-quarter of the respondents mentioned general administration of the department as a most important aspect of their role. This involves activities included in several task areas, including staff management and the monitoring of workloads, budgetary control, coordinating resources, arranging, attending and chairing meetings, and the delegation of duties.

The fifth most frequently mentioned important task related to maintaining academic standards - an area not specifically mentioned in the body of the questionnaire. Eighteen per cent of the respondents regarded this as an important aspect of their role. It includes the maintenance of a climate conducive to academic excellence, ensuring that the best possible quality graduate is produced, and improving the quality of instruction.

THE PROFESSIONAL DEVELOPMENT NEEDS

Figure 2 presents in tabular form the most significant professional development needs as perceived by the 679 respondents. The levels of need have been categorised in an arbitrary and broad manner, as follows:

Level A : Greater than 65% of respondents expressed either some or considerable need for professional development on a task in order to improve their performance. The proportion expressing a considerable need varied between 15 - 30%.

Level B : Greater than 55% expressed a need (some or considerable). The proportion expressing a considerable need varied between 10 - 25%.

Level C : Greater than 50% expressed a need (some or considerable). The proportion expressing a considerable need varied between 7 - 15%.

This broad classification may obscure particular variations in the distribution of responses between no need, some need and considerable need for a task; these distributions are shown in the detailed results in Appendix 2 .

Appendix 3 demonstrates the manner in which variation may occur between the overall results and those for an individual institution. For example, while for the overall group there are no significant development needs in the budgetting and financial control area, for college number 62, several items in this area were identified as significant.

6.1 Most Important Professional Development Needs

The analysis indicates that the following areas constitute the most important needs for the total group:

a) Academic staff management:

Providing leadership and guidance (409), motivating staff (413), evaluating staff (411), disciplinary procecures (414), providing feedback about performance (610), counselling and advising staff (613), encouraging the professional development of staff (615). The open ended question on page 9 of the questionnaire ("In what areas do you feel most in need of professional development?") elicited responses which supported this finding. The most frequent expression of need was for assistance with the various aspects of personnel management; 41% of respondents indicated this need.

Figure 2

SUMMARY OF THE MOST SIGNIFICANT PROFESSIONAL DEVELOPMENT NEEDS *

LEVEL OF NEED	200 BUDGETTING & FINANCIAL CONTROL	300 STUDENT RELATIONS/ ASSOCIATED ADMIN	400 HUMAN RELATIONS & PERSONNEL ADMINISTRATION	500 CURRICULUM & INSTRUCTION
A) Greater than 65% expressed a need (either some or considerable) Considerable need expressed by 15-30%			413 Motivating departmental staff (.79)	510 Surveying community needs and interests concerning curriculum & instruction (.83) 505 Encouraging introduction and evaluation of new instructional material or methodologies. (.82)
B) Greater than 55% expressed a need (either some or considerable) Considerable need expressed by 10-25%			411 Evaluating performance of academic staff (.78) 409 Providing leadership & guidance to academic staff (.74) 414 Initiating & conducting staff disciplinary procedures (.74)	512 Conducting follow-up studies (.69) 511 Surveying student needs (.69) 502 Establishing longer term goals (.67)
C) Greater than 50% expressed a need (either some or considerable) Considerable need expressed 7 -15%			610 Regularly providing feedback to staff (.65) 613 Counselling & advising staff (.63) 615 Encouraging professional development of staff (.59)	503 Analysing goals of departmental teaching programmes in relation to the goals of the institution (.63) 504 Analysing the goals of departmental teaching in relation to those of other departments (.61) 506 Establishing procedures for development of curriculum guides and course descriptions (.60) 509 Encouraging evaluations of teaching programmes e.g. using student feedback (.59)

* Figures in brackets indicate the mean scores for each item

Figure 2

SUMMARY OF THE MOST SIGNIFICANT PROFESSIONAL DEVELOPMENT NEEDS (Continued)

LEVEL OF NEED	600 PERSONAL PROFESSIONAL DEVELOPMENT	700 INTERNAL ADMINISTRATION	800 MAINTENANCE OF INTERNAL / EXTERNAL RELATIONSHIPS
A) Greater than 65% expressed a need (either some or considerable) Considerable need expressed by 15-30%	601 Obtaining feedback about my performance as head of department (.81)	705 Utilizing computer services for departmental management (.88)	
B) Greater than 55% expressed a need (either some or considerable) Considerable need expressed by 10-25%	614 Formulation of goals (.67)		810 Soliciting grants or outside funds for departments (.79)
C) Greater than 50% expressed a need (either some or considerable) Considerable need expressed by 7-15%	610 (.65) (see 400 column) 604 Engaging in research (.63) 613 (.63) (see 400 column) 615 (.59) (See 400 column) 611 Providing for continuing discussion (.59)	708 Assessing operating relationships (.60)	

These findings indicate that a substantial need exists for professional development in the broad area of the management of academic staff.

(b) Planning, innovation and evaluation of instructional programs and departmental activities:

Surveying community needs (510), surveying student needs (511), establishing goals of teaching programs (502, 503, 504), establishing departmental goals (614), instructional innovation and evaluation (505, 509), curriculum development (506) and obtaining feedback from graduates (512).

A slightly different perspective on this area was provided by the open ended responses. Thirty one percent of respondents indicated needs in the area of course and departmental planning and development. Included in these comments were: course evaluation and program review procedures, setting goals, the development of curriculum materials, the design of short courses, preparation for accreditation/reaccreditation, assessing the quality of courses, developing alternative teaching approaches, and knowledge of student assessment procedures and instruments.

(c) Personal development

Obtaining feedback about the head's own performance (601)

(d) Utilizing computer services for departmental management (705). It is significant that, while this task was the least likely to be performed by heads (28% currently carry out the task), and was judged to be of low importance, it was the single most highly rated professional development need.

(e) Soliciting grants or outside funds for the department (810).

(f) Engaging actively in a research role (604). In responding to the open-ended question, fifteen percent of the respondents indicated a need to further develop skills that would enable them to conduct research in their own area of speciality. They would like to engage more actively in research but felt that they need to know more about research methodology and how to prepare manuscripts

for publication.

(g) General management and administrative skills.

The nature of the task-based questionnaire was such that it may have obscured needs for development in more general skills. This is suggested by the responses to the open ended section of the questionnaire, where almost 20 per cent of respondents felt that they needed professional development in such aspects as preserving sound but flexible administrative structures, organisational theory, office management, committee procedures, report writing, and the preparation of submissions for governing bodies.

6.2 Relationship with Departmental Size

The most important professional development needs vary somewhat with department size (using the number of academic staff for whom the head was directly responsible as an indicator of department size). The ten highest ranked needs for varying department sizes are shown below.

		(Mean)
A.	Heads with no staff reporting directly to them	
705	Utilizing computer services for departmental management	(.94)
510	Surveying community(local, state, national) needs and interests concerning curriculum and instruction	(.81)
409	Providing leadership and guidance to academic staff	(.79)
810	Soliciting grants or outside funds for the department	(.71)
411	Evaluating the performance of academic staff	(.69)
413	Motivating departmental staff	(.69)
614	Formulation of goals, directions and emphases in the long-term development of the department e.g. teaching vis à vis research	(.69)
505	Encouraging the introduction and evaluation of new instructional materials or methodologies	(.67)
601	Obtaining feedback about my performance as a head of department	(.64)

		(Mean)
512	Conducting follow-up studies of graduates	(.62)
408	Providing an ongoing orientation programme for new academic and/or support staff	(.62)

B. Heads with 1 - 5 staff reporting directly to them.

		(Mean)
510	Surveying community (local, state, national) needs and interests concerning curriculum and instruction	(.89)
705	Utilizing computer services for departmental management	(.86)
505	Encouraging the introduction and evaluation of new instructional materials or methodologies	(.86)
810	Soliciting grants or outside funds for the department	(.81)
604	Engaging actively in a research role	(.76)
601	Obtaining feedback about my performance as a head of department	(.75)
414	Initiating and conducting staff disciplinary procedures	(.74)
413	Motivating departmental staff	(.72)
411	Evaluating the performance of academic staff	(.71)
511	Surveying student needs and interests concerning curriculum and instruction	(.68)

C. Heads with 6 - 15 staff reporting directly to them.

		(Mean)
705	Utilizing computer services for departmental management	(.89)
510	Surveying community (local, state, national) needs and interests concerning curriculum and instruction	(.88)
601	Obtaining feedback about my performance as a head of department	(.84)
505	Encouraging the introduction and evaluation of new instructional materials or methodologies	(.83)

		(Mean)
512	Conducting follow-up studies of graduates	(.80)
810	Soliciting grants or outside funds for the department	(.80)
413	Motivating departmental staff	(.79)
411	Evaluating the performance of academic staff	(.76)
414	Initiating and conducting staff disciplinary procedures	(.75)
409	Providing leadership and guidance to academic staff	(.74)

D. Heads with more than 15 staff reporting directly to them.

		(Mean)
411	Evaluating the performance of academic staff	(.86)
413	Motivating departmental staff	(.86)
601	Obtaining feedback about my performance as a head of department	(.86)
705	Utilizing computer services for departmental management	(.85)
505	Encouraging the introduction and evaluation of new instructional materials or methodologies	(.79)
810	Soliciting grants or outside funds for the department	(.78)
414	Initiating and conducting staff disciplinary procedures	(.76)
409	Providing leadership and guidance to academic staff	(.76)
510	Surveying community (local, state, national) needs and interests concerning curriculum and instruction	(.73)
610	Regularly providing feedback to staff about their performance	(.72)
708	Assessing the operating relationship amongst my staff i.e. information and communication links	(.72)

Detailed analysis of the data indicates that:

(a) Heads of larger departments tend to have more strongly expressed professional development needs.

(b) Heads of large departments express the strongest needs in the area of academic staff management, particularly in the evaluation of staff performance (411), motivating staff (413), conducting staff disciplinary procedures (414), and the leadership and guidance of staff (409).

They also have the strongest need for assistance in obtaining feedback about their own performance (601).

(c) Heads in charge of medium sized departments (6 - 15 staff) perceive their strongest needs to be in the area of planning, innovation and evaluation of instructional programs, particularly surveying community needs (510), instructional innovation and evaluation(505) and conducting follow up studies of graduates (512). Lesser needs in this area were expressed by heads of large departments (greater than 15 staff), who tend to be at head of school level, or who may have other senior staff available to carry out such tasks.

(d) With respect to utilizing computer services for departmental management (705), which was highly rated for all department sizes, an intriguing result is that heads with no direct staff responsibilities expressed the greatest need for professional development.

6.3 Relationship with Experience

Experienced heads of department were less likely to report needs for professional development, although the differences were not substantial.

For most tasks, between five and ten percent more of the recently appointed heads reported professional development needs, as compared with their counterparts with two or more years of experience.

6.4 Relationship with Academic Rank

In general, the professional development needs were perceived to be greater for heads at lower levels of appointment. This applies to all areas except Student Relations and Associated Administrative Tasks, where the needs are similar across all levels, and Personal/Professional Development Tasks, where those at more senior levels tend to express greater needs for tasks relating to the leadership of academic staff.

CHAPTER 7.

VARIATIONS BETWEEN AND WITHIN COLLEGES

7.1 Introduction

It is important to emphasise that the national results obscure substantial variations at the individual college level, which may reflect such factors as college size and type, organisational structure, or the extent to which various functions are decentralised. The results for individual colleges should therefore be examined closely; variations from the national results may be interpreted in the light of local factors.

Similarly, although analysis at this level was not possible, variation within an institution may be expected. One important basis for such variation is disciplinary. Cresswell, Seagren and Henry (1979) using a questionnaire similar to that used in this study found, for example, that heads from the social sciences (including education and business) perceived greater needs for professional development in the area of soliciting external research grants than did heads from science, engineering and health science areas, even though the latter group was found to spend more time on this activity.

Analysis of the data indicates that a number of substantial differences exist between colleges of different types, both in the range of tasks performed and the professional development needs. Because these findings may be of value in indicating trends in more homogenous clusters of institutions, they are presented separately in this chapter.

Colleges were classified in an arbitrary manner into four categories.

Category A : Large, multi-purpose colleges

Examples : NSW Institute of Technology
Queensland Institute of Technology
Canberra College of Advanced Education
W.A. Institute of Technology

Category B : Smaller, multi-purpose colleges.

Examples : Riverina College of Advanced Education
Bendigo College of Advanced Education
Darling Downs Institute of Advanced Education
Sturt College of Advanced Education

Category C : Colleges mainly or wholly concerned with teacher education

Examples: Sydney Teachers College
State College of Victoria : Melbourne
Mt Gravatt College of Advanced Education
Nedlands College of Advanced Education

Category D : Other mono-purpose colleges

Examples: Cumberland College of Health Sciences
Orange Agricultural College
The Victorian College of the Arts
Queensland Agricultural College

While this classification is at a fairly broad level and, in a number of cases, individual colleges could fall into more than one category, it does serve to indicate overall trends, which are reported below.

This analysis was conducted for questions 1 ("Is this one of your tasks?") and 3 ("What is your need for professional development on this task?"). The detailed results for each college type, on all tasks are shown in Appendix 4.

7.2 Range of Administrative Tasks : College Types A, B and C

A number of trends are evident which demonstrate a progression in the likelihood that specific tasks are performed, from large multi-purpose colleges, to smaller multi-purpose colleges, to mainly teacher-education colleges. College type D (Other mono-purpose colleges) demonstrates different trends, and is discussed separately.

The trends for college types A, B and C are summarized in Figure 3 on the following pages.

The general picture which emerges is that heads in teacher education colleges, and, to a lesser extent those in smaller multi-purpose colleges, are responsible for smaller departments, operate in more centralized and less complex administrative systems, are less involved in policy matters and tasks relating to planning and staffing, and are more involved in routine administrative tasks. They are also less involved in external activities relating to curriculum and graduate employment, which perhaps reflects the nature of their disciplinary areas and institutional structures.

Figure 3

ANALYSIS BY COLLEGE TYPE : RANGE OF ADMINISTRATIVE TASKS FOR COLLEGE TYPES A B & C

A Large multi-purpose colleges	B Smaller multi-purpose colleges	C Mainly teacher-education
200 : BUDGETTING & FINANCIAL CONTROL TASKS		
	→	
Heads less likely to plan and monitor expenditure on purchases; more likely with respect to staff.	Decreasing responsibilities with respect to the planning and monitoring of financial matters relating to staff.	
300 : STUDENT RELATIONS & ASSOCIATED ADMINISTRATIVE TASKS		
	→	
Increasing involvement in routine administrative tasks, e.g. 301 - maintenance of student files/records		
	→	
Decreasing involvement in preparation of enrolment projections (306) and determining student eligibility (302, 303).		
All trends are weak in this general area.		
400 : HUMAN RELATIONS AND PERSONNEL ADMINISTRATION TASKS		
	→	
Decreasing involvement in tasks relating to staff selection (403, 404, 405, 406), evaluation (411) and discipline (414).		
Heads less likely to be involved in staff orientation (408) and supervision of support staff (410)		

Figure 3 (continued)

ANALYSIS BY COLLEGE TYPE : RANGE OF ADMINISTRATIVE TASKS FOR COLLEGE TYPES A B & C

A Large multi-purpose colleges	B Smaller multi-purpose colleges	C Mainly teacher-education
500 : CURRICULUM AND INSTRUCTION TASKS		
Responses are generally similar for most tasks in this area.		
		Heads more likely to be involved in routine tasks (507, 508), less involved in surveying curriculum needs (510) and follow up studies of graduates (512)
600 : PERSONAL/PROFFESSIONAL DEVELOPMENT TASKS		
Decreasing involvement in making professional presentations (502), engaging in research (504), assisting staff in obtaining professional development funds (507) and with their research and scholarly activities (509).		
700 : INTERNAL ADMINISTRATION TASKS		
Generally increasing involvement in more routine administrative tasks e.g. preparing statistics (701), preparing requisitions for purchases (702), and routine departmental procedures (709).		
		Very low involvement in utilizing computer services for departmental decision making.
800 : MAINTENANCE OF INTERNAL/EXTERNAL RELATIONSHIP TASKS		
Decreasing involvement in external activities e.g. representing department to general public (802), soliciting external grants (810), and contacting employers (811).		
Otherwise, patterns in this area are very similar across the three college types.		

7.3 Range of Administrative tasks : College type D - Mono-purpose Colleges

Mono-purpose colleges not involved in teacher education tend to be small. Heads in these colleges, in general, report a higher rate of involvement in the full range of administrative tasks. They are likely to be involved both in planning and policy related tasks, and in routine administrative tasks. They appear to be more involved in tasks relating to direct, day-to-day involvement with and management of staff. Of all groups, their results most closely resemble the overall national figures.

7.4 Professional Development Needs

Those professional development needs for which 50 percent or more of heads in different types of college indicated either some or considerable need for professional development are shown in Table 10, on the following pages.

The table demonstrates substantial differences between the perceptions of heads from the different types of college. These differences are summarized below:

a) Heads in large, multi-purpose colleges expressed much lower needs for professional development than did their colleagues in other colleges. Their main concerns were in the area of academic staff leadership, evaluation, motivation and discipline, obtaining feedback about their own performance, utilizing computer services for departmental management and soliciting external funds.

b) Heads in colleges concerned mainly or wholly with teacher education expressed the greatest professional development needs, with 50 percent or more perceiving a need on 29 of the 83 tasks. Their needs are particularly strong in the areas of curriculum and instruction, and personal and professional development.

TABLE 10

ANALYSIS BY COLLEGE TYPE : PROFESSIONAL DEVELOPMENT NEEDS WITH MEANS OF 0.60 OR GREATER

(i.e. greater than 50% of heads expressed either some or considerable need)

TASK	A LARGE MULTI-PURPOSE	B SMALL MULTI-PURPOSE	C MAINLY TEACHER EDUC.	D OTHER MONO PURPOSE	ALL GROUPS COMBINED
200: BUDGETTING & FINANCIAL CONTROL TASKS	-	-	-	-	-
Average for all tasks in this area.	*.42*	*.40*	*.43*	*.38*	*.48*
300: STUDENT RELATIONS AND ASSOCIATED ADMINISTRATIVE TASKS					
304 Developing and supervising a program to provide academic advice to students	-	-	.60	-	-
307 Arranging for student input in evaluating the functioning of the department	-	.66	-	-	-
308 Arranging for student input into decisions concerning courses and curricula	-	.62	-	-	-
Average for all tasks in this area	*.29*	*.34*	*.43*	*.39*	*.36*
400: HUMAN RELATIONS AND PERSONNEL ADMINISTRATION TASKS					
408 Providing an ongoing orientation program for new academic and/or support staff	-	-	.65	-	-
409 Providing leadership and guidance to academic staff	.65	.73	.72	.76	.74
411 Evaluating the performance of academic staff	.65	.76	.82	.96	.78
413 Motivating departmental staff	.72	.81	.73	1.00	.79
414 Initiating and conducting staff disciplinary procedures	.66	.77	.70	.72	.74
Average for all tasks in this area	*.41*	*.50*	*.53*	*.54*	*.50*

Table 10 (continued)

TASK		A LARGE MULTI-PURPOSE	B SMALL MULTI-PURPOSE	C MAINLY TEACHER ED.	D OTHER MONO PURPOSE	ALL GROUPS COMBINED
500:	CURRICULUM AND INSTRUCTION TASKS					
502	Establishing longer term (more than one year) academic goals for the department's teaching programs	-	.66	.75	.63	.67
503	Analysing the goals of departmental teaching programs in relation to the goals of the institution	-	.66	.72	.63	.63
504	Analysing the goals of departmental teaching programs in relation to those of other departments	-	.66	.66	.59	.61
505	Encouraging the introduction and evaluation of new instructional materials or methodologies	.61	.85	.81	.96	.82
506	Establishing procedures for the development of curriculum guides and course descriptions	-	.63	.62	.76	.60
510	Surveying community (local, state, national) needs and interests concerning curriculum and instruction	.64	.85	.93	.78	.83
511	Surveying student needs and interests concerning curriculum and instruction	-	.68	.76	.78	.68
512	Conducting follow-up studies of graduates	-	.67	.84	.68	.69
	Average for all tasks in this area	*.43*	*.62*	*.68*	*.64*	*.61*

Table 10 (continued)

TASK	A LARGE MULTI-PURPOSE	B SMALL MULTI-PURPOSE	C MAINLY TEACHER ED.	D OTHER MONO PURPOSE	ALL GROUPS COMBINED
600: PERSONAL/PROFESSIONAL DEVELOPMENT TASKS					
601 Obtaining feedback about my performance as a head of department	.74	.78	.92	.87	.81
604 Engaging actively in a research role	-	-	.89	-	.63
605 Providing seminars and workshops for staff	-	-	.66	-	-
607 Assisting staff in the securing of funds for professional development activities	-	-	.65	-	-
609 Assisting staff in research and scholarly activities	-	-	.61	-	-
610 Regularly providing feedback to staff about their performance	-	.65	.69	.79	.65
611 Providing for a continuous process of inquiry and discussion about the programs of the department	-	-	.71	.71	-
612 Providing opportunities for staff to keep abreast of changes in their area(s)	-	-	.61	-	-
613 Counselling and advising staff	-	.62	.67	.65	.63
614 Formulation of goals, directions and emphases in the long term development of the department e.g. teaching vis à vis research	-	.66	.80	.61	.67
615 Encouraging the professional development of staff in directions consistent with long term departmental goals	-	-	.73	-	-
Average for all tasks in this area	*.41*	*.51*	*.63*	*.52*	*.53*

Table 10 (continued)

TASK	A LARGE MULTI-PURPOSE	B SMALL MULTI-PURPOSE	C MAINLY TEACHER ED.	D OTHER MONO PURPOSE	ALL GROUPS COMBINED
700: INTERNAL ADMINISTRATION TASKS					
705 Utilizing computer services for departmental management	.67	.80	1.08	.98	.88
706 Developing educational specifications for new or renovated facilities	-	-	.61	.62	-
708 Assessing the operating relationship amongst my staff i.e. information and communication links	-	.63	.67	.63	.60
Average for all tasks in this area	*.33*	*.43*	*.48*	*.43*	*.43*
800: MAINTENANCE OF INTERNAL/ EXTERNAL RELATIONSHIP TASKS					
810 Soliciting grants or outside funds for the department	.69	.81	.82	.71	.79
Average for all tasks in this area	*.29*	*.39*	*.45*	*.33*	*.38*
AVERAGE FOR ALL AREAS	*.37*	*.47*	*.53*	*.47*	*.47*
Total number of tasks for which 50% or more of heads expressed need	9	21	29	21	20

c) Heads in the smaller multi-purpose colleges and those in mono-purpose colleges expressed needs which are generally similar to those for all colleges combined.

d) There is a discernable inverse relationship between the extent to which a head perceives a task to be currently one of his responsibilities, and the perceived need for professional development. For example, while only 18 percent of heads in teacher education colleges report that they are involved in utilizing computer services for departmental management, they expressed a very high need for professional development in this area, with 34 percent perceiving some need, and 26 percent perceiving considerable need.

These results have obvious implications for the design of programs to satisfy professional development needs, and are further discussed in the next chapter.

CHAPTER 8

MEETING THE PROFESSIONAL DEVELOPMENT NEEDS

This section discusses a number of issues concerning the provision of professional development programs for heads of academic departments. In Australia, professional development workshops and other programs for senior academic administrators have occurred to only a very limited extent; at the same time, a considerable amount of experience has accumulated overseas, notably in North America, over the past decade. Before relating some of those activities to the Australian context the results from this study are briefly compared with those from a limited number of overseas studies.

8.1 Comparisons with Overseas Studies

The original form of the questionnaire employed in this study was utilized at the University of Nebraska - Lincoln, with over seventy heads of department on the Lincoln campus (University of Nebraska - Lincoln, 1979). In that study, all but two of 99 tasks were perceived to be part of the heads' responsibilities, and it was considered that all were important, at least to some extent. In general, respondents did not perceive a need for professional development on 85 of the tasks; for the remaining fourteen tasks, close to or over fifty per cent indicated some or even considerable need. These included specific aspects of financial planning and management, the management, evaluation, motivation and development of staff and faculty, and the utilization of computer services for department management.

In a further study reported by Cresswell, Seagren and Henry (1979), the same questionnaire was administered to a sample of 98 heads of department at four-year state colleges and universities in one Canadian State. In general terms, the results from these two Canadian studies were similar to the Australian findings, and particularly so for heads in the large Australian multi-purpose colleges. There was a greater emphasis on the financial planning and management area in the Nebraska studies, while Australian heads perceived slightly greater needs in the

areas of staff motivation and leadership, and curriculum and instruction. Both groups expressed similar needs concerning the utilization of computer services for departmental management, and the solicitation of grants or outside funds for the department. As a general observation, heads in Australian colleges of advanced education expressed a greater need for assistance across a wider range of tasks.

While other studies have used approaches and questionnaire items not directly comparable with this Australian study, in broad terms, similar findings are reported. Hoyt and Spangler (1978) obtained ratings from academic staff in four large public universities located in different areas of the United States. The three most important areas of responsibility and implied professional development need were personnel management, departmental planning and development, and building the reputation of the department. Zucker (1978) surveyed heads in eight U.S. universities and colleges. Their most important tasks, as perceived by the heads themselves, were leadership by persuasion within their institutions, the evaluation of academic and support staff, the recruitment of academic staff, the development of academic programs and the improvement of instruction.

In a study which assessed the degree of stress associated with specific functions in thirty large research-oriented U.S. universities, Olswang and Cohen (1979) concluded that particular training should be given in the areas of personnel and budgetting, as these areas showed the greatest levels of anxiety production, resulting in reduced decision-making capabilities. Carmichael (1980) utilized a procedure in a U.S. multi-campus community college which obtained ratings from heads of the importance of each of a set of administrative competencies, and a self assessment of their present levels of competence. Professional development needs were derived from this information; the major needs for training were in the area of staff leadership and management, and included:

1. the ability to employ tact when dealing with others,
2. the ability to motivate and develop inter-personnel effectiveness,
3. an understanding of the needs of others,
4. the ability to innovate,

5. the ability to organize staff including the delegation of authority and responsibility,
6. a knowledge of federal and state educational laws,
7. the ability to direct and control,
8. the ability to demonstrate leadership techniques in conducting different types of meetings.

Of particular significance is a comprehensive program operated by the Institute for Departmental Leadership at Florida State University. This program, which is described in some detail in Section 8.2 has been funded by the W.K. Kellogg Foundation. The program design was based on a survey of over 600 heads of department concerning their professional needs. This led to the development of workshops and materials on twelve major topics:

1. Responsibilities, roles and powers of heads of department.
2. Types of departments, leadership styles, committees, and delegation.
3. Departmental decision-making and bringing about change.
4. Faculty development: encouraging professional growth.
5. Faculty evaluation.
6. Performance counselling: dealing with unsatisfactory performance.
7. Faculty grievances and unions.
8. Dealing with conflict and maintaining faculty morale.
9. Departmental accomplishments and aspirations: setting goals and developing action plans.
10. The budget cycle: preparing departmental budget requests and persuading the Dean.
11. Assigning and reporting faculty activities.
12. Managing departmental resources, time, people and money.

The overall conclusion emerging from this comparison of the Australian findings and North American studies is that, with some minor exceptions, heads of department in Australian colleges of advanced education have similar professional development needs to their North American counterparts. It is therefore appropriate to examine overseas experiences in the conduct of programs to meet these needs.

8.2 Meeting the Professional Development Needs: Alternative Models and Issues.

In essence, there are three alternative models which may be used to meet the professional development needs of heads of department in Australian colleges of advanced education. One approach would involve the development and provision of high quality workshops and other activities at the national or state level, with heads travelling to one or more centres at which programs were conducted. An alternative model involves the mounting of programs by individual institutions, catering specifically for the particular needs of an institution and its heads. Thirdly, groups of institutions with similar needs and characteristics and in the same geographical area might collaborate in the mounting of programs. Different variations and combinations of these basic models could also be appropriate. An evaluation of alternative approaches needs to bear in mind the following issues:

(a) The importance of quality. Senior academics can and should be demanding in their expectations concerning the design and conduct of workshop-type activities aimed at the improvement of their administrative and leadership abilities. The suggestion that such workshops are necessary is in itself threatening. Activities need to be perceived to be conducted with the same level of intellectual rigour as academics would expect in their own basic disciplines; at the same time there is a need to provide practical assistance which may readily be applied in the day-to-day working situation. It is important therefore that any professional development activities for heads, whether at the national or institutional level, be of high quality, and conducted by persons with the experience and skills to command respect and ensure quality.

(b) Catering for specific needs. This study has found that differences exist in the range of administrative tasks and professional development needs in different types of college. These differences are even more significant when the results are examined at the institutional level, and reflect variations in such factors as the organisational structure and complexity of an institution, its size, the range and nature of disciplines taught, academic policies and decision making procedures. For example,in one large multi-purpose college, heads perceived a substantially

higher need than the national average for assistance in the area of financial planning and management, reflecting an institutional policy of decentralization of financial responsibility. Similarly, while in some colleges heads reported lesser responsibilities and professional development needs in relation to the management of academic staff, in others, this area was perceived to be of substantial importance. Fisher (1977), in reviewing the range of professional development programs available in the United States, comments that programs at the national or state level may be geographically remote and lacking in relevance to local and immediate needs, and that certain personal development objectives in particular can only be achieved within the particular institution. For these reasons, he argues that the major responsibility for the mounting of programs must rest with individual institutions, not only because of the crucial role of heads in leadership and the high proportion of administrative decisions made by them, but also because of the importance to future institutional leadership.

Within an institution, substantial variation in needs may also exist. Cresswell, Seagren and Henry (1979) found that heads expressed different needs when grouped on a disciplinary basis. For example, heads in science, health science and engineering disciplines expressed a greater need for professional development relating to interpersonal and leadership skills than did their colleagues in the social sciences, management and education, who emphasised the soliciting of grants and outside funds for the department and surveying community needs and interests concerning curriculum and service. They tentatively concluded that the time spent by a head on an activity, the goals espoused for the department, or the emphasis placed on departmental activities may not indicate the head's perception of professional development needs.

Similarly, substantial variation is to be expected from one individual to another within an institution depending on experience, administrative style and other personal attributes.

In the same way as teaching techniques with students seek to accommodate individual differences, so too should professional development programs for heads of departments recognise differences in need, experience and approach.

(c) Cost. The factors discussed above need to be tempered by a consideration of costs. On strictly economic grounds, there is a strong case for the development and provision of a limited number of programs at the national or state level. In this way economies of scale could be achieved, and the skills of high quality workshop leaders utilized. Examples of such an approach are provided by the Australian Administrative Staff College at Mt Eliza and the Institute of Higher Education at the University of New England, although neither of these organisations provides programs which specifically address the types of professional development need with which this study is concerned.

However, while high quality programs may be provided at minimal cost through such an approach, institutional costs must also be considered. Travel and accommodation costs for participants could be considerable. The absence of heads from an institution for periods ranging from several days to several weeks may also be unattractive; these factors are aggravated by the economic climate currently prevailing in Australian higher education.

Conversely, individual colleges could conduct their own programs designed to meet specific local needs, either on-or-off-campus providing suitable workshop leaders were available. Smaller colleges may experience difficulties with such an approach, and considerable duplication of effort would result.

The program operated by the Institute for Departmental Leadership at Florida State University is of particular significance, as it utilizes a design which combines elements of the national model with the institutional model. The program has been funded by three grants of $500,000, $500,000 and $250,000 from the Kellogg Foundation and the program operates under the auspices of the American Council on Education (ACE).

The first grant enabled the initial development of the program and its operation in the nine state universities of Florida. It was designed and developed by Dr Allan Tucker, Director of the Institute for Departmental Leadership and Professor of Higher Education at Florida State University. The initial success of the program led to the second grant which extended its availability to about fifteen other university systems throughout the United States, providing training for more than 1600 departmental chairmen, deans and academic administrators over a three year period. In the first year, four state systems or multi-campus institutions were involved: the University of Missouri (four campuses), the University of Tennessee (four campuses), the South Dakota Board of Regents (ten colleges), and the Board of Governors of State Colleges and Universities of Illinois (five colleges).

The importance of the program is indicated by the statement of ACE President, J.W. Peltason in announcing the grant:

> I believe the program will become one of the most important and successful initiatives in the area of college and university leadership. As the basic academic unit, the department is the place where colleges and universities conduct the majority of their activities. Effective leadership and administration of the department is therefore essential to the sound operation of the institution. Department leadership is also a basic training ground because department chairpersons often advance to higher levels of administration. (Faculty Development and Evaluation in Higher Education, 1980)

The Institute has recently received a third grant of $250,000 from the Kellogg Foundation which will extend the program to universities in four of the Eastern provinces of Canada.

Many of the twelve topics for which workshops and materials have been developed under this program are relevant to the expressed needs of heads in Australian colleges of advanced education (see 8.1). The program design,which may have relevance to Australia, involves the progressive reduction of dependence on the central training activities. Considerable assistance is provided to each

system or multi-campus institution during the first year, including the development of trained personnel, who, in subsequent years, continue to conduct similar workshops in their own institutions independently of the Institute, and dealing with topics of local relevance at the time.

While concerned with a different area of professional development, a series of workshops recently conducted by the Higher Education Research and Development Society of Australasia utilizes a similar, although less ambitious and comprehensive approach, and is worthy of note. Using funding provided by the Commonwealth Tertiary Education Commission's Evaluative Studies Program, expert consultants were commissioned to develop workshop materials and present a three-day workshop on evaluative skills in each capital city. Institutions were invited to nominate two or three senior academic staff as participants, who, on return to their institutions, were expected to promote and apply the knowledge and skills gained. Such a model could readily be extended to include the training of participants in the conduct of similar workshops, which could be mounted in their own institutions. This dissemination process would provide an economical means of running high quality programs in individual institutions. In particular, it would be of value to those smaller colleges which may not have the resources to design and conduct their own workshops.

8.3 Professional Development and Evaluation

It is significant to note the relatively high need expressed by heads for assistance with "obtaining feedback about my performance as head of department" (item 601). At the national level, 64 percent of respondents expressed some or considerable need in this area. A logical starting point for personal development is the identification of an individual's strengths and weaknesses, and a number of North American institutions have introduced procedures to obtain such feedback, for example, through confidential ratings of administrative performance by departmental colleagues. As is the case with the student evaluation of teaching performance, such information can be of considerable value in identifying areas for development, for individuals or groups. Evaluation and development are continuous, interacting processes

which share a common goal of enhancing the personal growth and performance of the individual. In the absence of any formal workshop-type activities for professional development, procedures for providing feedback may do much to stimulate individuals to engage in their own programs of development.

8.4 Recommendations

In the light of this survey and the brief review of issues and overseas experiences, a number of alternative suggestions are put forward by consideration by the Australian Conference of Principals of Colleges of Advanced Education and individual colleges. The first three suggestions apply at the systems level:

(a) That the Conference explore with the Institute for Departmental Leadership at Florida State University and the W.K. Kellogg Foundation, mechanisms whereby the Institute's program might be extended to Australian colleges of advanced education. Substantial effort and money have been invested in the development of the Institute's workshops and supporting materials; their adaptation to Australian conditions could be a relatively inexpensive task. In view of the results of this survey, the Institute's workshops dealing with faculty development, faculty evaluation, performance counselling, dealing with conflict and maintaining faculty morale, goal setting and planning, budgetting, and managing departmental resources would be particularly worthy of further examination.

(b) That consideration be given to means whereby the model developed by the Higher Education Research and Development Society of Australasia might be utilized for the professional development of heads of academic departments. One area of need might be selected for the conduct of a pilot program suitable topics could be the evaluation of academic staff performance, techniques for surveying community needs and interests concerning curriculum and instruction, or departmental goal setting and leadership.

(c) Groups of colleges located in geographical proximity might consider a cooperative scheme whereby resources would be pooled to mount workshops or other activities on topics of local relevance. Such activities could be conducted on a regional or, in some instances, a state basis, and could be facilitated by the establishment of small steering committees containing one or two representatives from each participating college.

In addition to advantages relating to program quality and economy which would derive from activities at a regional or national level, the opportunity for senior staff from different institutions to exchange ideas and experiences would be of benefit both to the participants and their institutions.

The following suggestions apply at the individual college level:

(d) As mentioned earlier in this report, the range of administrative tasks and perceptions of professional development need within individual colleges vary, in some cases substantially, from the national findings. Colleges may find it beneficial to examine their individual college reports in some detail, with a view to identifying particular needs which could be attended to at the college level. It may be desirable to further explore the detailed nature of an apparent need in the context of the college's policies, organisational structure and decision making procedures, in order to establish detailed objectives for workshops or other professional development activities. For example, utilizing computer services for departmental management (item 705) may, in some colleges, be mainly concerned with financial reporting and management, while in others it might relate more to student records and progress. Similarly, the specific content of activities in the areas of academic staff leadership, evaluation, motivation and discipline, or the planning and evaluation of academic programs, could be very dependent on personnel and academic policies and practices within an institution.

A variety of approaches is available at the college level, ranging from lunch-time seminars on specific topics to provide information, to off-campus three day workshops to develop specific administrative or leadership skills. Depending on the topic, leaders for such activities may be drawn from the institution (for example, heads generally regarded within the college as being highly effective might be encouraged to share their skills and experiences) or external consultants might be utilized.

As an illustration, when the interim results from this survey were examined for the Western Australian Institute of Technology it was apparent that a development need existed in the area of financial planning and management, although this is not apparent from the national figures. Following further exploration of the detailed nature of the need, a one-day off-campus workshop for senior academic and administrative staff was conducted late in 1981. This workshop was led by officers from the Institute's Administration Division concerned with financial planning and control. A copy of the workshop program appears in Appendix 5.

(c) Whether or not any of the above suggestions are acted on, colleges may find it useful to consider the development of systems, either on a formal or informal basis, which provide feedback to heads on their performance. Such procedures might involve self-ratings by heads, or ratings by departmental colleagues, or both, and could be helpful in assisting heads to identify areas where individual development activities might be pursued.

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APPENDIX 1.

QUESTIONNAIRE AND SUPPORTING MATERIALS

a) Letter from Chairman of Conference

b) Information for Respondents

c) General Instructions

d) Questionnaire, including overall results.

Scoring system:

Q.1: One of your tasks?

Code 0 = No
Code 1 = Yes

The larger the mean, the greater is the proportion of heads performing a task.

Q.2: Importance that it should be your task

Code 1 = Very important
2 = Fairly important
3 = Of some importance
4 = Of no importance

The smaller the mean, the greater is the importance of the task.

Q.3: Your need for professional development

Code 0 = No need
1 = Some need
2 = Considerable need

The larger the mean, the greater the need.

AUSTRALIAN CONFERENCE OF PRINCIPALS OF COLLEGES OF ADVANCED EDUCATION

CHURCHILL HOUSE, 218 NORTHBOURNE AVENUE, BRADDON, A.C.T. 2601 TELEPHONE: (062) 47 8880; TELEGRAMS: ADEDCONF

The Australian Conference of Principals of Colleges of Advanced Education has commissioned a study of the administrative responsibilities and professional development needs of heads of academic departments in member colleges. Since almost all of the colleges of advanced education are members of the Conference it will be, in effect, a national study.

It is being conducted by a research team headed by Mr A.J. Lonsdale, Head of the Educational Development Unit at The Western Australian Institute of Technology, under the auspices of the Conference Standing Committee on Training Administrators in Advanced Education.

My purpose in writing to you is to seek your assistance with the completion of the questionnaires which form the basis of the study. As with all surveys of this nature, the usefulness of the results will be enhanced by a high response rate. I am sure that after looking at the enclosed description and questionnaire, you will agree that this examination of the complex and vital role of heads of academic departments is an important development for the college sector, and I hope that you will be prepared to contribute by taking the time to complete and return the questionnaire.

I should explain that although the term 'heads of academic departments' is being used, the study is directed to all senior academic staff with academic leadership and management responsibilities, whether called head of school, head of department, dean, coordinator, director of studies etc.. The enclosed information gives more details of the survey population.

I should also point out that the survey is completely confidential. The procedures being used ensure that neither the research team nor any person within your college will be aware of the information provided by individual respondents. All information will be aggregated in such a way that neither individuals nor institutions may be identified in the general report. Similarly, individuals will not be identifiable in the proposed institutional reports.

On behalf of the Conference I would like to commend the study to you and express the hope that you will participate in it.

Yours sincerely,

G.W. Muir,
Chairman.

RESEARCH PROJECT ON THE PERCEPTIONS OF ADMINISTRATIVE TASKS AND PROFESSIONAL DEVELOPMENT NEEDS BY HEADS OF ACADEMIC DEPARTMENTS

Information for Respondents

PURPOSES

The study arises from a recognition of the key role of the head of an academic department in facilitating the achievement of institutional goals, through academic, research or community related leadership, and the management of the resources and activities of the department. Very little information is available, either at the institutional or national level, concerning the leadership and administrative responsibilities of heads of department, so the first purpose of the project is to obtain from heads their perceptions of the range and importance of such activities. The study then seeks to identify those areas of responsibility for which heads of department believe that professional development could enhance their own effectiveness in their senior roles.

SURVEY POPULATION

To obtain this information, all heads of academic departments in all 66 member colleges of the Australian Conference of Principals of Colleges of Advanced Education have been invited to assist in the survey by completing the enclosed questionnaire. Although the term *head of academic department* has been used, the survey is directed to all senior staff with academic leadership and management responsibilities. Because of the variation which exists between Australian Colleges concerning organizational structures, academic titles and responsibilities, the following definition of *head of department* has been adopted for the purpose of identifying the population of respondents:

- Academic staff who have direct administrative and leadership responsibilities for the conduct of a discipline (or a set of related disciplines) and for the teaching and associated activities of academic staff in that area. Where the organizational structure includes positions whose functions may overlap (e.g. Head of School and Head of Department), both designations are included.

- A *head of academic department* would usually have responsibilities in several (and in some cases all) of the following areas: teaching programmes; budgeting and financial control; appointment, promotion and review of academic staff; staff development; internal administrative matters; representation on institutional committees; general oversight of technical and/or clerical staff.

- In addition to *head of department*, other titles that may apply within individual institutions are Dean, Head of School, Co-ordinator, or Director of Studies. Similarly, while for the purposes of the questionnaire the organizational grouping is called a *department*, other titles that may apply are Division, School, Faculty, Discipline, Centre or Programme.

REPORTS

Reporting will be carried out at two levels:

a) an overall report which aggregates information from all Colleges and which will be available generally, and

b) individual College reports, which aggregate the information for each institution, and which will be made available only to that institution.

Arrangements will be made to enable respondents to gain access to both reports, through the liaison person. It is expected that these will be available by mid-year.

CONFIDENTIALITY

Within each College, a liaison person has been appointed to assist the conduct of the project. The questionnaires within your College have been distributed by the liaison person, and are numbered, using a code known only to him or her. *ON COMPLETION, IT IS REQUESTED THAT THE QUESTIONNAIRE BE FORWARDED DIRECTLY TO THE EDUCATIONAL DEVELOPMENT CENTRE, WESTERN AUSTRALIAN INSTITUTE OF TECHNOLOGY, BENTLEY, W.A. 6102, AND NOT THROUGH THE LIAISON PERSON.* In the event of any necessary follow-up, the research team will make contact through the liaison person, using the institutional code. The liaison person in your College is _____. As you know, the validity of the findings is dependent upon a high rate of return from respondents and, accordingly, you are urged to complete the questionnaire and return it to us in the reply-paid envelope supplied before 13th April, 1981. In anticipation, we thank you for your assistance.

GENERAL INSTRUCTIONS

THE QUESTIONNAIRE RELATES TO THE ORGANISATIONAL GROUPING FOR WHICH YOU ARE RESPONSIBLE ON A DAY-TO-DAY BASIS. FOR THE PURPOSE OF THE QUESTIONNAIRE, THIS GROUPING IS CALLED A "DEPARTMENT" (OTHER TITLES THAT MAY APPLY ARE DIVISION, SCHOOL, FACULTY, DISCIPLINE, CENTRE, PROGRAM).

RESPOND TO EACH QUESTION FROM YOUR PRESENT POSITION AS "HEAD OF DEPARTMENT" (OTHER TITLES THAT MAY APPLY ARE DEAN, HEAD OF SCHOOL, CO-ORDINATOR, DIRECTOR OF STUDIES).

FOR EACH OF THE LISTED TASKS THERE ARE THREE QUESTIONS, EACH REQUIRING A RESPONSE:

1. **IS THIS ONE OF YOUR TASKS?** — Indicate with a **Y** (yes) or **N** (no) in column 1 whether this task is CURRENTLY one which you personally carry out.

2. **IMPORTANCE THAT IT SHOULD BE ONE OF YOUR TASKS** — Regardless of your response to the previous question, indicate how important you believe it is that this task SHOULD BE one which you personally carry out.

   Write the appropriate number in the boxes in Column 2:

   1 VERY IMPORTANT
   2 FAIRLY IMPORTANT
   3 OF SOME IMPORTANCE
   4 OF NO IMPORTANCE

3. **YOUR NEED FOR PROFESSIONAL DEVELOPMENT** — Indicate the degree to which you perceive a NEED for professional development to improve your performance in the administrative task being considered.

   Write the appropriate letter in the boxes in Column 3:

   N (NO NEED) — *I can satisfactorily perform the task and therefore do not perceive a need for professional development training.*

   S (SOME NEED) — *I am capable of performing the task but perceive that my performance could be improved through professional development training.*

   C (CONSIDERABLE NEED) — *I feel that my performance of the task could be inadequate and therefore perceive a considerable need for professional development training.*

EXAMPLES OF POSSIBLE RESPONSES:

	SPECIFIC TASK	1. ONE OF YOUR TASKS? (Y-N)	2. IMPORTANCE THAT IT SHOULD BE (1-4)	3. YOUR NEED FOR PROFESSIONAL DEVELOPMENT (N-S-C)
Example (a)	Preparing statistics for departmental decision making	Y	2	S
Example (b)	Preparing requisitions for purchases	N	4	N
Example (c)	Utilizing computer services for departmental management	N	1	C

INTERPRETATION

Example (a) This is one of my current tasks and I believe it is fairly important that, as Head of Department, I should carry it out. I can accomplish this task but do perceive some need for professional development training to improve my performance.

Example (b) This is not one of my current tasks and it is not important that it should be. I have no need for professional development training.

Example (c) Although this is not one of my current tasks, I strongly believe that it should be. I have a considerable need for professional development training.

AUSTRALIAN CONFERENCE OF PRINCIPALS OF COLLEGES OF ADVANCED EDUCATION

QUESTIONNAIRE

on

PERCEPTIONS OF ADMINISTRATIVE TASKS AND PROFESSIONAL DEVELOPMENT NEEDS OF HEADS OF ACADEMIC DEPARTMENTS

:2010-3-81

QUESTIONNAIRE NUMBER

1					(1 - 5)

INFORMATION RELATING TO YOUR POSITION.

1. For how many years prior to January 1st 1981 have you served in your present "head of department" position? (11 - 12)

2. Are you occupying this position in an "acting" capacity? (tick the appropriate box) (13 - 14)

   Yes No

3. As distinct from your institutional title, what academic rank do you hold in your present position? (tick the appropriate box)

   - Head of School (15)
   - Principal Lecturer (16)
   - Senior Lecturer (17)
   - Lecturer (18)
   - Other (please specify) _____ (19)

4. Did you have administrative experience prior to appointment to your present position? (tick one or more boxes)

   - Yes — in education, with responsibilities generally similar to those in my current position. (20)
   - Yes — in education, with responsibilities generally different from those in my current position. (21)
   - Yes — in a field other than education. (22)
   - No — no previous administrative experience. (23)

5. As of March 1st, 1981 how many academic staff are directly responsible to you? Please indicate on the basis of full-time equivalency (F.T.E.) to the nearest whole number. (24 - 26)

6. Which of the following awards is your department involved in teaching? (tick one or more boxes)

   - Diploma — UG3 (27)
   - Associate Diploma — UG2 (28)
   - Bachelor's degree — UG1 (29)
   - Graduate Diploma — PG1 (30)
   - Master's degree — PG2 (31)

7. In hours per week, what was your average teaching load in 1980 (including supervision of post-graduate students)? (32 - 33)

BUDGETING AND FINANCIAL CONTROL TASKS

(See GENERAL INSTRUCTIONS sheet)

2 (10)

SPECIFIC TASK	1. ONE OF YOUR TASKS? (Y-N)	2. IMPORTANCE THAT IT SHOULD BE (1-4)	3. YOUR NEED FOR PROFESSIONAL DEVELOPMENT (N-S-C)
1. Monitoring current expenditure on purchases.	.88 (21)	1.95 (41)	.34 (61)
2. Monitoring current salary and associated expenditure on full-time and/or part-time staff.	.57 (22)	2.43 (42)	.30 (62)
3. Devising a system for monitoring expenditure.	.42 (23)	2.62 (43)	.48 (63)
4. Planning/estimating non-salary type expenditure for the next financial year.	.85 (24)	1.70 (44)	.51 (64)
5. Planning/estimating salary and associated expenditure for the next financial year for full-time and/or part-time staff.	.51 (25)	2.24 (45)	.42 (65)
6. Preparing and explaining budget requests.	.88 (26)	1.58 (46)	.49 (66)
7. Deciding priorities for expenditure.	.88 (27)	1.47 (47)	.42 (67)
OTHER RELATED TASKS:			
• _____	(28)	(48)	(68)
• _____	(29)	(49)	(69)

STUDENT RELATIONS AND ASSOCIATED ADMINISTRATIVE TASKS

3 (10)

(See GENERAL INSTRUCTIONS sheet)

	SPECIFIC TASK	1. ONE OF YOUR TASKS? (Y-N)	2. IMPORTANCE THAT IT SHOULD BE (1-4)	3. YOUR NEED FOR PROFESSIONAL DEVELOPMENT (N-S-C)
1.	Maintenance of student files/records.	.43 (21)	2.73 (41)	.18 (61)
2.	Deciding eligibility of individual undergraduate student applicants.	.59 (22)	2.17 (42)	.27 (62)
3.	Deciding eligibility of individual postgraduate student applicants.	.54 (23)	2.14 (43)	.26 (63)
4.	Developing and supervising a programme to provide academic advice to students.	.63 (24)	1.96 (44)	.50 (64)
5.	Reviewing policies relating to student status and progress.	.81 (25)	1.77 (45)	.37 (65)
6.	Preparing enrolment projections.	.54 (26)	2.26 (46)	.43 (66)
7.	Arranging for student input in evaluating the functioning of the department.	.75 (27)	1.98 (47)	.52 (67)
8.	Arranging for student input into decisions concerning courses and curricula.	.75 (28)	2.00 (48)	.46 (68)
9.	Reviewing the progress of individual students.	.83 (29)	1.73 (49)	.26 (69)
	OTHER RELATED TASKS:			
•	_____	(30)	(50)	(70)
•	_____	(31)	(51)	(71)

HUMAN RELATIONS AND PERSONNEL ADMINISTRATION TASKS

4 (10)

(See GENERAL INSTRUCTIONS sheet)

SPECIFIC TASK	1. ONE OF YOUR TASKS? (Y-N)	2. IMPORTANCE THAT IT SHOULD BE (1-4)	3. YOUR NEED FOR PROFESSIONAL DEVELOPMENT (N-S-C)
1. Identifying academic staffing needs.	.94 (21)	1.20 (41)	.44 (61)
2. Ensuring that there is an explicit statement of functions and responsibilities for each member of staff.	.78 (22)	1.68 (42)	.47 (62)
3. Reviewing applications for academic positions.	.92 (23)	1.29 (43)	.32 (63)
4. Preparing advertisements for recruitment of academic staff.	.77 (24)	1.73 (44)	.26 (64)
5. Interviewing applicants for academic positions.	.93 (25)	1.25 (45)	.46 (65)
6. Utilizing input from academic staff in the selection of new academic and/or support staff.	.87 (26)	1.54 (46)	.31 (66)
7. Hiring part-time academic staff.	.82 (27)	1.65 (47)	.21 (67)
8. Providing an ongoing orientation programme for new academic and/or support staff.	.54 (28)	2.02 (48)	.58 (68)
9. Providing leadership and guidance to academic staff.	.98 (29)	1.17 (49)	.74 (69)
10. Supervising the work of support staff.	.71 (30)	2.12 (50)	.38 (70)
11. Evaluating the performance of academic staff.	.86 (31)	1.49 (51)	.78 (71)
12. Evaluating the performance of support staff.	.71 (32)	2.04 (52)	.55 (72)
13. Motivating departmental staff.	.95 (33)	1.33 (53)	.79 (73)
14. Initiating and conducting staff disciplinary procedures.	.68 (34)	2.03 (54)	.74 (74)
OTHER RELATED TASKS:			
• _____	(35)	(55)	(75)
• _____	(36)	(56)	(76)

CURRICULUM AND INSTRUCTION TASKS

(See GENERAL INSTRUCTIONS sheet)

5 (10)

SPECIFIC TASK	1. ONE OF YOUR TASKS? (Y-N)	2. IMPORTANCE THAT IT SHOULD BE (1-4)	3. YOUR NEED FOR PROFESSIONAL DEVELOPMENT (N-S-C)
1. Establishing short term (one year) academic goals for the department's teaching programmes.	.82 (21)	1.58 (41)	.50 (61)
2. Establishing longer term (more than one year) academic goals for the department's teaching programmes.	.92 (22)	1.27 (42)	.67 (62)
3. Analysing the goals of departmental teaching programmes in relation to the goals of the institution.	.87 (23)	1.51 (43)	.63 (63)
4. Analysing the goals of departmental teaching programmes in relation to those of other departments.	.72 (24)	1.89 (44)	.61 (64)
5. Encouraging the introduction and evaluation of new instructional materials or methodologies.	.91 (25)	1.58 (45)	.82 (65)
6. Establishing procedures for the development of curriculum guides and course descriptions.	.80 (26)	1.84 (46)	.60 (66)
7. Supervising and co-ordinating the selection of instructional materials and texts.	.52 (27)	2.40 (47)	.36 (67)
8. Supervising the use of curriculum resources e.g. library, instructional materials etc.	.34 (28)	2.80 (48)	.32 (68)
9. Encouraging evaluations of teaching programmes e.g. using student feedback	.87 (29)	1.69 (49)	.59 (69)
10. Surveying community (local, state, national) needs and interests concerning curriculum and instruction.	.71 (30)	1.79 (50)	.83 (70)
11. Surveying student needs and interests concerning curriculum and instruction.	.81 (31)	1.73 (51)	.68 (71)
12. Conducting follow-up studies of graduates.	.40 (32)	2.17 (52)	.69 (72)
OTHER RELATED TASKS:			
• _____	(33)	(53)	(73)
• _____	(34)	(54)	(74)

PERSONAL/PROFESSIONAL DEVELOPMENT TASKS

(See GENERAL INSTRUCTIONS sheet)

6 (10)

SPECIFIC TASK	1. ONE OF YOUR TASKS? (Y-N)	2. IMPORTANCE THAT IT SHOULD BE (1-4)	3. YOUR NEED FOR PROFESSIONAL DEVELOPMENT (N-S-C)
1. Obtaining feedback about my performance as a head of department.	.61 (21)	1.68 (41)	.81 (61)
2. Making professional presentations at state, regional and national conferences.	.75 (22)	1.82 (42)	.51 (62)
3. Participating in classroom instruction.	.95 (23)	1.39 (43)	.27 (63)
4. Engaging actively in a research role.	.65 (24)	1.80 (44)	.63 (64)
5. Providing seminars and workshops for staff.	.61 (25)	2.03 (45)	.53 (65)
6. Encouraging staff attendance at professional meetings.	.92 (26)	1.75 (46)	.19 (66)
7. Assisting staff in the securing of funds for professional development activities.	.77 (27)	1.88 (47)	.57 (67)
8. Maintaining a professional library for the department.	.35 (28)	2.63 (48)	.25 (68)
9. Assisting staff in research and scholarly activities.	.75 (29)	1.92 (49)	.49 (69)
10. Regularly providing feedback to staff about their performance.	.70 (30)	1.80 (50)	.65 (70)
11. Providing for a continuous process of inquiry and discussion about the programmes of the department.	.93 (31)	1.41 (51)	.59 (71)
12. Providing opportunities for staff to keep abreast of changes in their area(s).	.84 (32)	1.52 (52)	.51 (72)
13. Counselling and advising staff.	.92 (33)	1.55 (53)	.63 (73)
14. Formulation of goals, directions and emphases in the long term development of the department e.g. teaching *vis a vis* research.	.89 (34)	1.43 (54)	.67 (74)
15. Encouraging the professional development of staff in directions consistent with long term departmental goals.	.92 (35)	1.43 (55)	.59 (75)
OTHER RELATED TASKS:			
• _____	(36)	(56)	(76)
• _____	(37)	(57)	(77)

INTERNAL ADMINISTRATION TASKS

(See GENERAL INSTRUCTIONS sheet)

7 (10)

SPECIFIC TASK	1. ONE OF YOUR TASKS? (Y-N)	2. IMPORTANCE THAT IT SHOULD BE (1-4)	3. YOUR NEED FOR PROFESSIONAL DEVELOPMENT (N-S-C)
1. Preparing statistics for departmental decision making.	.73 (21)	2.22 (41)	.46 (61)
2. Preparing requisitions for purchases.	.56 (22)	2.86 (42)	.11 (62)
3. Preparing proposals for major equipment purchases.	.86 (23)	2.02 (43)	.25 (63)
4. Calculating space utilization needs.	.63 (24)	2.43 (44)	.30 (64)
5. Utilizing computer services for departmental management.	.28 (25)	2.69 (45)	.88 (65)
6. Developing educational specifications for new or renovated facilities.	.61 (26)	2.23 (46)	.56 (66)
7. Analysing the use of time by academic and support staff.	.63 (27)	2.31 (47)	.49 (67)
8. Assessing the operating relationship amongst my staff i.e. information and communication links.	.83 (28)	1.78 (48)	.60 (68)
9. Preparing and/or supervising standard operating procedures for expediting routine departmental activities.	.77 (29)	2.17 (49)	.42 (69)
10. Making decisions about the organizational structure and governance of the department.	.90 (30)	1.55 (50)	.52 (70)
11. Utilizing data and statistics supplied by the institution for departmental decision making.	.88 (31)	1.75 (51)	.44 (71)
12. Delegating authority and responsibility to departmental personnel for completion of tasks.	.99 (32)	1.31 (52)	.38 (72)
13. Using committees to assist in the accomplishment of departmental functions.	.90 (33)	1.68 (53)	.36 (73)
14. Ensuring procedures are carried out for recommending tenure and promotion.	.78 (34)	1.63 (54)	.31 (74)
15. Making decisions concerning staff retention/release.	.79 (35)	1.47 (55)	.37 (75)
OTHER RELATED TASKS:			
• _____	(36)	(56)	(76)
• _____	(37)	(57)	(77)

MAINTENANCE OF INTERNAL/ EXTERNAL RELATIONSHIP TASKS

8 (10)

(See GENERAL INSTRUCTIONS sheet)

SPECIFIC TASK	1. ONE OF YOUR TASKS? (Y-N)	2. IMPORTANCE THAT IT SHOULD BE (1-4)	3. YOUR NEED FOR PROFESSIONAL DEVELOPMENT (N-S-C)
1. Representing the department to administration.	.97 (21)	1.27 (41)	.33 (61)
2. Representing the department to the general public.	.83 (22)	1.64 (42)	.48 (62)
3. Liaising with external professional bodies or related organisations.	.96 (23)	1.48 (43)	.37 (63)
4. Co-ordinating activities related to the accreditation/ re-accreditation of courses in the department.	.92 (24)	1.39 (44)	.50 (64)
5. Interpreting institutional goals and policies to staff and/or students.	.92 (25)	1.61 (45)	.35 (65)
6. Attending meetings of institutional boards, committees, etc.	.98 (26)	1.70 (46)	.20 (66)
7. Preparing reports on departmental activities.	.96 (27)	1.79 (47)	.25 (67)
8. Taking up staff complaints or problems with the institution's administration.	.96 (28)	1.54 (48)	.29 (68)
9. Taking up student complaints or problems with the institution's administration.	.86 (29)	1.73 (49)	.24 (69)
10. Soliciting grants or outside funds for the department.	.53 (30)	2.23 (50)	.79 (70)
11. Contacting prospective employers on behalf of graduates.	.42 (31)	2.55 (51)	.43 (71)
OTHER RELATED TASKS:			
• _____ _____ _____	(32)	(52)	(72)
• _____ _____ _____	(33)	(53)	(73)

COMMENTS

9 (10)

- What do you consider to be the most important aspect(s) of your role as head of department?

_____ (21)
_____ (22)
_____ (23)
_____ (24)
_____
_____

- In what area(s) do you feel most in need of professional development?

_____
_____
_____
_____
_____
_____

OFFICE USE ONLY

(25)
(26)
(27)
(28)

THANK-YOU FOR YOUR ASSISTANCE.

PLEASE RETURN THIS COMPLETED QUESTIONNAIRE BY 13TH APRIL, 1981.

TO:

EDUCATIONAL DEVELOPMENT CENTRE
WESTERN AUSTRALIAN INSTITUTE OF TECHNOLOGY
HAYMAN ROAD
SOUTH BENTLEY
W.A. 6102.

APPENDIX 2.

DETAILED SURVEY RESULTS

Scoring system:

Q.1: One of your tasks?

Code 0 = No
1 = Yes

The larger the mean, the greater is the proportion of heads performing a task.

Q.2: Importance that it should be your task.

Code 1 = Very important
2 = Fairly important
3 = Of some importance
4 = Of no importance

The smaller the mean, the greater is the importance of the task.

Q.3 Your need for professional development

Code 0 = No need
1 = Some need
2 = Considerable need

The larger the mean, the greater the need.

FINAL REPORT
TOTAL RESULT

BUDGETING AND FINANCIAL CONTROL

ONE OF YOUR TASKS?

	TSK201	TSK202	TSK203	TSK204	TSK205	TSK206	TSK207
FREQ							
0	80	288	385	102	325	82	82
1	587	380	279	565	341	586	588
TOTAL	667	668	664	667	666	668	670
PRCNT							
0	11.99	43.11	57.98	15.29	48.80	12.28	12.24
1	88.01	56.89	42.02	84.71	51.20	87.72	87.76
MEAN	.88	.57	.42	.85	.51	.88	.88

FINAL REPORT
TOTAL RESULT

BUDGETING AND FINANCIAL CONTROL

IMPORTANCE THAT IT SHOULD BE YOUR TASK

	IMP201	IMP202	IMP203	IMP204	IMP205	IMP206	IMP207
FREQ							
1	259	184	138	352	243	396	432
2	218	148	146	185	143	165	159
3	129	172	179	74	118	61	45
4	50	144	178	42	138	31	20
TOTAL	656	648	641	653	642	653	656
PRCNT							
1	39.48	28.40	21.53	53.91	37.85	60.64	65.85
2	33.23	22.84	22.78	28.33	22.27	25.27	24.24
3	19.66	26.54	27.93	11.33	18.38	9.34	6.86
4	7.62	22.22	27.77	6.43	21.50	4.75	3.05
MEAN	1.95	2.43	2.62	1.70	2.24	1.58	1.47

FINAL REPORT
TOTAL RESULT

BUDGETING AND FINANCIAL CONTROL

YOUR NEED FOR PROFESSIONAL DEVELOPMENT

	DEV201	DEV202	DEV203	DEV204	DEV205	DEV206	DEV207
FREQ							
0	452	477	380	356	409	372	414
1	189	146	216	258	195	248	207
2	16	23	47	37	36	35	33
TOTAL	657	646	643	651	640	655	654
PRCNT							
0	68.80	73.84	59.10	54.69	63.91	56.79	63.30
1	28.77	22.60	33.59	39.63	30.47	37.86	31.65
2	2.44	3.56	7.31	5.68	5.63	5.34	5.05
MEAN	.34	.30	.48	.51	.42	.49	.42

FINAL REPORT
TOTAL RESULT

STUDENT RELATIONS AND RELATED ADMIN

ONE OF YOUR TASKS?

	TSK301	TSK302	TSK303	TSK304	TSK305	TSK306	TSK307	TSK308	TSK309
FREQ									
0	379	274	302	246	129	309	169	171	117
1	290	395	357	425	542	362	501	500	554
TOTAL	669	669	659	671	671	671	670	671	671
PRCNT									
0	56.65	40.96	45.83	36.66	19.23	46.05	25.22	25.48	17.44
1	43.35	59.04	54.17	63.34	80.77	53.95	74.78	74.52	82.56
MEAN	.43	.59	.54	.63	.81	.54	.75	.75	.83

FINAL REPORT
TOTAL RESULT

STUDENT RELATIONS AND RELATED ADMIN

IMPORTANCE THAT IT SHOULD BE YOUR TASK

	IMP301	IMP302	IMP303	IMP304	IMP305	IMP306	IMP307	IMP308	IMP309
FREQ									
1	177	262	259	280	315	207	249	255	369
2	80	141	155	189	215	190	220	207	153
3	129	121	67	110	87	130	131	142	86
4	262	126	140	71	40	122	52	55	51
TOTAL	648	650	621	650	657	649	652	659	659
PRCNT									
1	27.31	40.31	41.71	43.08	47.95	31.90	38.19	38.69	55.99
2	12.35	21.69	24.96	29.08	32.72	29.28	33.74	31.41	23.22
3	19.91	18.62	10.79	16.92	13.24	20.03	20.09	21.55	13.05
4	40.43	19.38	22.54	10.92	6.09	18.80	7.98	8.35	7.74
MEAN	2.73	2.17	2.14	1.96	1.77	2.26	1.98	2.00	1.73

FINAL REPORT
TOTAL RESULT

STUDENT RELATIONS AND RELATED ADMIN

YOUR NEED FOR PROFESSIONAL DEVELOPMENT

	DEV301	DEV302	DEV303	DEV304	DEV305	DEV306	DEV307	DEV308	DEV309
FREQ									
0	542	501	484	361	432	413	361	392	499
1	100	126	116	250	200	184	244	231	154
2	9	24	24	39	22	48	47	38	9
TOTAL	651	651	624	650	654	645	652	661	662
PRCNT									
0	83.26	76.96	77.56	55.54	66.06	64.03	55.37	59.30	75.30
1	15.36	19.35	18.59	38.46	30.58	28.53	37.42	34.95	23.26
2	1.38	3.69	3.85	6.00	3.36	7.44	7.21	5.75	1.36
MEAN	.18	.27	.26	.50	.37	.43	.52	.46	.26

FINAL REPORT
TOTAL RESULT

HUMAN RELATIONS AND PERSONNEL ADMIN

ONE OF YOUR TASKS?

	TSK401	TSK402	TSK403	TSK404	TSK405	TSK406	TSK407	TSK408	TSK409	TSK410	TSK411	TSK412	TSK413	TSK414
FREQ														
0	37	148	56	151	47	85	122	304	13	195	91	193	36	211
1	633	517	614	518	623	583	549	364	657	474	577	476	631	449
TOTAL	670	665	670	669	670	668	671	668	670	669	668	669	667	660
PRCNT														
0	5.52	22.26	8.36	22.57	7.01	12.72	18.18	45.51	1.94	29.15	13.62	28.85	5.40	31.97
1	94.48	77.74	91.64	77.43	92.99	87.28	81.82	54.49	98.06	70.85	86.38	71.15	94.60	68.03
MEAN	.94	.78	.92	.77	.93	.87	.82	.54	.98	.71	.86	.71	.95	.68

FINAL REPORT
TOTAL RESULT

HUMAN RELATIONS AND PERSONNEL ADMIN

IMPORTANCE THAT IT SHOULD BE YOUR TASK

	IMP401	IMP402	IMP403	IMP404	IMP405	IMP406	IMP407	IMP408	IMP409	IMP410	IMP411	IMP412	IMP413	IMP414
FREQ														
1	565	368	534	350	557	405	376	253	581	230	430	251	510	279
2	66	164	82	172	60	173	176	197	56	196	151	195	89	139
3	12	82	19	75	21	48	63	127	14	140	51	125	30	139
4	14	38	23	51	21	29	41	71	9	83	22	75	22	81
TOTAL	657	652	658	648	659	655	656	648	660	649	654	646	651	638
PRCNT														
1	86.00	56.44	81.16	54.01	84.52	61.83	57.32	39.04	88.03	35.44	65.75	38.85	78.34	43.73
2	10.05	25.15	12.46	26.54	9.10	26.41	26.83	30.40	8.48	30.20	23.09	30.19	13.67	21.79
3	1.83	12.58	2.89	11.57	3.19	7.33	9.60	19.60	2.12	21.57	7.80	19.35	4.61	21.79
4	2.13	5.83	3.50	7.87	3.19	4.43	6.25	10.96	1.36	12.79	3.36	11.61	3.38	12.70
MEAN	1.20	1.68	1.29	1.73	1.25	1.54	1.65	2.02	1.17	2.12	1.49	2.04	1.33	2.03

FINAL REPORT
TOTAL RESULT

HUMAN RELATIONS AND PERSONNEL ADMIN

YOUR NEED FOR PROFESSIONAL DEVELOPMENT

	DEV401	DEV402	DEV403	DEV404	DEV405	DEV406	DEV407	DEV408	DEV409	DEV410	DEV411	DEV412	DEV413	DEV414
FREQ														
0	409	387	469	495	392	466	531	339	245	435	258	351	237	279
1	215	223	173	144	238	181	118	247	351	185	289	248	320	251
2	38	42	20	13	33	12	11	65	69	33	111	55	100	113
TOTAL	662	652	662	652	663	659	660	651	665	653	658	654	657	643
PRCNT														
0	61.78	59.36	70.85	75.92	59.13	70.71	80.45	52.07	36.84	66.62	39.21	53.67	36.07	43.39
1	32.48	34.20	26.13	22.09	35.90	27.47	17.88	37.94	52.78	28.33	43.92	37.92	48.71	39.04
2	5.74	6.44	3.02	1.99	4.98	1.82	1.67	9.98	10.38	5.05	16.87	8.41	15.22	17.57
MEAN	.44	.47	.32	.26	.46	.31	.21	.58	.74	.38	.78	.55	.79	.74

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FINAL REPORT
TOTAL RESULT

CURRICULUM AND INSTRUCTION

ONE OF YOUR TASKS?

	TSK501	TSK502	TSK503	TSK504	TSK505	TSK506	TSK507	TSK508	TSK509	TSK510	TSK511	TSK512
FREQ												
0	123	57	86	186	63	132	323	442	88	194	128	401
1	545	614	583	483	608	537	348	228	583	478	543	269
TOTAL	668	671	669	669	671	669	671	670	671	672	671	670
PRCNT												
0	18.41	8.49	12.86	27.80	9.39	19.73	48.14	65.97	13.11	28.87	19.08	59.85
1	81.59	91.51	87.14	72.20	90.61	80.27	51.86	34.03	86.89	71.13	80.92	40.15
MEAN	.82	.92	.87	.72	.91	.80	.52	.34	.87	.71	.81	.40

FINAL REPORT
TOTAL RESULT

CURRICULUM AND INSTRUCTION

IMPORTANCE THAT IT SHOULD BE YOUR TASK

	IMP501	IMP502	IMP503	IMP504	IMP505	IMP506	IMP507	IMP508	IMP509	IMP510	IMP511	IMP5.2
FREQ												
1	413	534	410	282	367	297	165	101	334	311	315	194
2	138	87	174	207	215	206	164	109	221	202	236	218
3	57	19	58	119	59	110	215	257	74	106	80	170
4	42	17	16	46	16	42	106	179	27	33	28	68
TOTAL	650	657	658	654	657	655	650	646	656	652	659	650
PRCNT												
1	63.54	81.28	62.31	43.12	55.86	45.34	25.38	15.63	50.91	47.70	47.80	29.85
2	21.23	13.24	26.44	31.65	32.72	31.45	25.23	16.87	33.69	30.98	35.81	33.54
3	8.77	2.89	8.81	18.20	8.98	16.79	33.08	39.78	11.28	16.26	12.14	26.15
4	6.46	2.59	2.43	7.03	2.44	6.41	16.31	27.71	4.12	5.06	4.25	10.46
MEAN	1.58	1.27	1.51	1.89	1.58	1.84	2.40	2.80	1.69	1.79	1.73	2.17

FINAL REPORT
TOTAL RESULT

CURRICULUM AND INSTRUCTION

YOUR NEED FOR PROFESSIONAL DEVELOPMENT

	DEV501	DEV502	DEV503	DEV504	DEV505	DEV506	DEV507	DEV508	DEV509	DEV510	DEV511	DEV512
FREQ												
0	363	295	305	307	218	320	442	456	316	226	267	293
1	257	292	293	296	344	281	181	174	298	312	339	260
2	36	74	62	53	97	56	27	17	47	117	55	93
TOTAL	656	661	660	656	659	657	650	647	661	655	661	646
PRCNT												
0	55.34	44.63	46.21	46.80	33.08	48.71	68.00	70.48	47.81	34.50	40.39	45.36
1	39.18	44.18	44.39	45.12	52.20	42.77	27.85	26.89	45.08	47.63	51.29	40.25
2	5.49	11.20	9.39	8.08	14.72	8.52	4.15	2.63	7.11	17.86	8.32	14.40
MEAN	.50	.67	.63	.61	.82	.60	.36	.32	.59	.83	.68	.69

FINAL REPORT
TOTAL RESULT

PERSONAL AND PROFESSIONAL DEVELOPMENT

ONE OF YOUR TASKS?

	TSK601	TSK602	TSK603	TSK604	TSK605	TSK606	TSK607	TSK608	TSK609	TSK610	TSK611	TSK612	TSK613	TSK614	TSK615
FREQ															
0	263	167	35	234	260	56	154	437	166	203	50	105	51	75	55
1	403	501	636	436	410	615	516	231	505	466	619	565	620	595	613
TOTAL	666	668	671	670	670	671	670	668	671	669	669	670	671	670	668
PRCNT															
0	39.49	25.00	5.22	34.93	38.81	8.35	22.99	65.42	24.74	30.34	7.47	15.67	7.60	11.19	8.23
1	60.51	75.00	94.78	65.07	61.19	91.65	77.01	34.58	75.26	69.66	92.53	84.33	92.40	88.81	91.77
MEAN	.61	.75	.95	.65	.61	.92	.77	.35	.75	.70	.93	.84	.92	.89	.92

FINAL REPORT
TOTAL RESULT

PERSONAL AND PROFESSIONAL DEVELOPMENT

IMPORTANCE THAT IT SHOULD BE YOUR TASK

	IMP601	IMP602	IMP603	IMP604	IMP605	IMP606	IMP607	IMP608	IMP609	IMP610	IMP611	IMP612	IMP613	IMP614	IMP615
FREQ															
1	356	315	478	317	217	322	284	147	257	288	453	408	403	450	440
2	183	182	122	184	246	211	206	133	233	233	149	181	171	151	163
3	79	133	45	125	144	100	124	187	133	106	39	48	65	41	38
4	33	30	15	31	47	27	42	184	37	27	13	21	20	16	13
TOTAL	651	660	660	657	654	660	656	651	660	654	654	658	659	658	654
PRCNT															
1	54.69	47.73	72.42	48.25	33.18	48.79	43.29	22.58	38.94	44.04	69.27	62.01	61.15	68.39	67.28
2	28.11	27.58	18.48	28.01	37.61	31.97	31.40	20.43	35.30	35.63	22.78	27.51	25.95	22.95	24.92
3	12.14	20.15	6.82	19.03	22.02	15.15	18.90	28.73	20.15	16.21	5.96	7.29	9.86	6.23	5.81
4	5.07	4.55	2.27	4.72	7.19	4.09	6.40	28.26	5.61	4.13	1.99	3.19	3.03	2.43	1.99
MEAN	1.68	1.82	1.39	1.80	2.03	1.75	1.88	2.63	1.92	1.80	1.41	1.52	1.55	1.43	1.43

FINAL REPORT
TOTAL RESULT

PERSONAL AND PROFESSIONAL DEVELOPMENT

YOUR NEED FOR PROFESSIONAL DEVELOPMENT

	DEV601	DEV602	DEV603	DEV604	DEV605	DEV606	DEV607	DEV608	DEV609	DEV610	DEV611	DEV612	DEV613	DEV614	DEV615
FREQ															
0	235	373	493	334	345	552	358	510	383	320	330	371	306	299	326
1	301	234	154	232	268	90	215	113	229	239	266	237	291	272	264
2	114	49	12	89	40	17	80	25	46	93	60	48	63	85	61
TOTAL	650	656	659	655	653	659	653	648	658	652	656	656	660	656	651
PRCNT															
0	36.15	56.86	74.81	50.99	52.83	83.76	54.82	78.70	58.21	49.08	50.30	56.55	46.36	45.58	50.08
1	46.31	35.67	23.37	35.42	41.04	13.66	32.92	17.44	34.80	36.66	40.55	36.13	44.09	41.46	40.55
2	17.54	7.47	1.82	13.59	6.13	2.58	12.25	3.86	6.99	14.26	9.15	7.32	9.55	12.96	9.37
MEAN	.81	.51	.27	.63	.53	.19	.57	.25	.49	.65	.59	.51	.63	.67	.59

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FINAL REPORT
TOTAL RESULT

INTERNAL ADMINISTRATION

ONE OF YOUR TASKS?

	TSK701	TSK702	TSK703	TSK704	TSK705	TSK706	TSK707	TSK708	TSK709	TSK710	TSK711	TSK712	TSK713	TSK714	TSK715
FREQ															
0	183	293	97	249	480	255	250	114	152	66	80	8	69	147	141
1	487	376	573	421	187	404	419	552	512	602	585	661	599	519	524
TOTAL	670	669	670	670	667	659	669	666	664	668	665	669	668	666	665
PRCNT															
0	27.31	43.80	14.48	37.16	71.96	38.69	37.37	17.12	22.89	9.88	12.03	1.20	10.33	22.07	21.20
1	72.69	56.20	85.52	62.84	28.04	61.31	62.63	82.88	77.11	90.12	87.97	98.80	89.67	77.93	78.80
MEAN	.73	.56	.86	.63	.28	.61	.63	.83	.77	.90	.88	.99	.90	.78	.79

FINAL REPORT
TOTAL RESULT

INTERNAL ADMINISTRATION

IMPORTANCE THAT IT SHOULD BE YOUR TASK

	IMP701	IMP702	IMP703	IMP704	IMP705	IMP706	IMP707	IMP708	IMP709	IMP710	IMP711	IMP712	IMP713	IMP714	IMP715
FREQ															
1	195	96	239	158	91	185	171	313	203	408	311	497	363	401	434
2	212	130	230	180	191	211	201	213	214	160	227	129	188	143	146
3	153	193	124	192	186	146	189	80	155	65	79	22	57	61	44
4	91	232	65	125	174	94	92	46	80	23	35	11	48	49	23
TOTAL	651	651	658	655	642	636	653	652	652	656	652	659	656	654	647
PRCNT															
1	29.95	14.75	36.32	24.12	14.17	29.09	26.19	48.01	31.13	62.20	47.70	75.42	55.34	61.31	67.08
2	32.57	19.97	34.95	27.48	29.75	33.18	30.78	32.67	32.82	24.39	34.82	19.58	28.66	21.87	22.57
3	23.50	29.65	18.84	29.31	28.97	22.96	28.94	12.27	23.77	9.91	12.12	3.34	8.69	9.33	6.80
4	13.98	35.64	9.88	19.08	27.10	14.78	14.09	7.06	12.27	3.51	5.37	1.67	7.32	7.49	3.55
MEAN	2.22	2.86	2.02	2.43	2.69	2.23	2.31	1.78	2.17	1.55	1.75	1.31	1.68	1.63	1.47

FINAL REPORT
TOTAL RESULT

INTERNAL ADMINISTRATION

YOUR NEED FOR PROFESSIONAL DEVELOPMENT

	DEV701	DEV702	DEV703	DEV704	DEV705	DEV706	DEV707	DEV708	DEV709	DEV710	DEV711	DEV712	DEV713	DEV714	DEV715
FREQ															
0	397	583	510	481	281	342	391	321	407	364	400	448	454	475	450
1	208	58	128	141	160	231	208	270	215	247	218	174	174	158	166
2	47	8	17	28	201	64	58	62	28	46	36	38	30	22	36
TOTAL	652	649	655	650	642	637	657	653	650	657	654	660	658	655	652
PRCNT															
0	60.89	89.83	77.86	74.00	43.77	53.69	59.51	49.16	62.62	55.40	61.16	67.88	69.00	72.52	69.02
1	31.90	8.94	19.54	21.69	24.92	36.26	31.66	41.35	33.08	37.60	33.33	26.36	26.44	24.12	25.46
2	7.21	1.23	2.60	4.31	31.31	10.05	8.83	9.49	4.31	7.00	5.50	5.76	4.56	3.36	5.52
MEAN	.46	.11	.25	.30	.88	.56	.49	.60	.42	.52	.44	.38	.36	.31	.37

FINAL REPORT
TOTAL RESULT

MAINTAINING INTERNAL-EXTERNAL RELNS

ONE OF YOUR TASKS?

	TSK801	TSK802	TSK803	TSK804	TSK805	TSK806	TSK807	TSK808	TSK809	TSK810	TSK811
FREQ											
0	18	113	29	57	57	14	30	29	96	313	390
1	654	559	642	614	615	657	641	641	575	359	281
TOTAL	672	672	671	671	672	671	671	670	671	672	671
PRCNT											
0	2.68	16.82	4.32	8.49	8.48	2.09	4.47	4.33	14.31	46.58	58.12
1	97.32	83.18	95.68	91.51	91.52	97.91	95.53	95.67	85.69	53.42	41.88
MEAN	.97	.83	.96	.92	.92	.98	.96	.96	.86	.53	.42

FINAL REPORT
TOTAL RESULT

MAINTAINING INTERNAL-EXTERNAL RELNS

IMPORTANCE THAT IT SHOULD BE YOUR TASK

	IMP801	IMP802	IMP803	IMP804	IMP805	IMP806	IMP807	IMP808	IMP809	IMP810	IMP811
FREQ											
1	531	390	432	479	381	335	311	399	330	216	146
2	97	144	170	123	178	202	203	180	202	179	155
3	24	94	43	39	78	106	122	65	92	144	189
4	12	30	16	18	24	17	26	15	32	111	158
TOTAL	664	658	661	659	661	660	662	659	656	650	648
PRCNT											
1	79.97	59.27	65.36	72.69	57.64	50.76	46.98	60.55	50.30	33.23	22.53
2	14.61	21.88	25.72	18.66	26.93	30.61	30.66	27.31	30.79	27.54	23.92
3	3.61	14.29	6.51	5.92	11.80	16.06	18.43	9.86	14.02	22.15	29.17
4	1.81	4.56	2.42	2.73	3.63	2.58	3.93	2.28	4.88	17.08	24.38
MEAN	1.27	1.64	1.46	1.39	1.61	1.70	1.79	1.54	1.73	2.23	2.55

FINAL REPORT
TOTAL RESULT

MAINTAINING INTERNAL-EXTERNAL RELNS

YOUR NEED FOR PROFESSIONAL DEVELOPMENT

	DEV801	DEV802	DEV803	DEV804	DEV805	DEV806	DEV807	DEV808	DEV809	DEV810	DEV811
FREQ											
0	472	383	448	381	451	543	510	488	511	286	424
1	164	231	180	229	187	107	137	151	132	210	163
2	27	43	34	50	24	13	16	20	12	151	58
TOTAL	663	657	662	660	662	663	663	659	655	647	645
PRCNT											
0	71.19	58.30	67.67	57.73	68.13	81.90	76.92	74.05	78.02	44.20	65.74
1	24.74	35.16	27.19	34.70	28.25	16.14	20.66	22.91	20.15	32.46	25.27
2	4.07	6.54	5.14	7.58	3.63	1.96	2.41	3.03	1.83	23.34	8.99
MEAN	.33	.48	.37	.50	.35	.20	.25	.29	.24	.79	.43

APPENDIX 3

PORTION OF AN INSTITUTIONAL REPORT

GUIDE TO INTERPRETATION OF PRINTOUT

OF INDIVIDUAL COLLEGE RESULTS

Pages 1 - 3 give the results for the questionnaire area "Budgetting and Financial Control". (This corresponds to page 2 of the questionnaire).

SCORING SYSTEM

Page 1. One of your tasks?

Code 0 = No

Code 1 = Yes

Hence for college 62, on task 201 ("Monitoring current expenditure on purchases"), 11 heads said "No" (30.56%), 25 heads said "Yes" (69.44%).

The larger the mean, the greater is the proportion of heads performing this task. These figures may be compared with the rational result on the lower half of the page.

Page 2. Importance that it should be your task

Code 1 = Very important

2 = Fairly important

3 = Of some importance

4 = Of no importance

The smaller the mean, the greater is the importance of the task.

Page 3. Your need for professional development

Code 0 = No need

1 = Some need

2 = Considerable need

The larger the mean, the greater the need.

This form of presentation is repeated for the other task areas on subsequent pages of the printout (3 pages per task area).

ACOPOCAE QUESTIONNAIRE TO HEADS OF ACADEMIC DEPARTMENTS

NATIONAL SURVEY - 1981

PARTICIPATING COLLEGE :

SUMMARY OF THIS COLLEGE'S RESPONSES TO THE ACOPOCAE SURVEY, TOGETHER WITH A SUMMARY OF NATIONAL RESULTS

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FINAL REPORT
COLLEGE 62

BUDGETING AND FINANCIAL CONTROL

PAGE 1

ONE OF YOUR TASKS61

	TSK201	TSK202	TSK203	TSK204	TSK205	TSK206	TSK207
FREQ							
0	11	6	19	10	10	8	5
1	25	30	17	26	26	28	31
TOTAL	36	36	36	36	36	36	36
PERCNT							
0	30.56	16.67	52.78	27.78	27.78	22.22	13.89
1	69.44	83.33	47.22	72.22	72.22	77.78	86.11
MEAN	.69	.83	.47	.72	.72	.78	.86

NATIONAL RESULT

	TSK201	TSK202	TSK203	TSK204	TSK205	TSK206	TSK207
FREQ							
0	80	288	385	102	325	82	82
1	587	380	279	565	341	586	588
TOTAL	667	668	664	667	666	668	670
PERCNT							
0	11.99	43.11	57.98	15.29	48.80	12.28	12.24
1	88.01	56.89	42.02	84.71	51.20	87.72	87.76
MEAN	.88	.57	.42	.85	.51	.88	.88

FINAL REPORT
COLLEGE 62

BUDGETING AND FINANCIAL CONTROL

PAGE 2

IMPORTANCE THAT IT SHOULD BE YOUR TASK

	IMP201	IMP202	IMP203	IMP204	IMP205	IMP206	IMP207
FREQ							
1	5	13	10	15	20	21	23
2	17	13	11	16	9	9	8
3	9	6	5	1	5	5	2
4	4	3	8	3	1	0	0
TOTAL	35	35	34	35	35	35	33
PRCNT							
1	14.29	37.14	29.41	42.86	57.14	60.00	69.70
2	48.57	37.14	32.35	45.71	25.71	25.71	24.24
3	25.71	17.14	14.71	2.86	14.29	14.29	6.06
4	11.43	8.57	23.53	8.57	2.86	0.00	0.00
MEAN	2.34	1.97	2.32	1.77	1.63	1.54	1.36

NATIONAL RESULT

	IMP201	IMP202	IMP203	IMP204	IMP205	IMP206	IMP207
FREQ							
1	259	184	138	352	243	396	432
2	218	148	146	185	143	165	159
3	129	172	179	74	118	61	45
4	50	144	178	42	138	31	20
TOTAL	656	648	641	653	642	653	656
PRCNT							
1	39.48	28.40	21.53	53.91	37.85	60.64	65.85
2	33.23	22.84	22.78	28.33	22.27	25.27	24.24
3	19.66	26.54	27.93	11.33	18.38	9.34	6.86
4	7.62	22.22	27.77	6.43	21.50	4.75	3.05
MEAN	1.95	2.43	2.62	1.70	2.24	1.58	1.47

FINAL REPORT
COLLEGE 62

BUDGETING AND FINANCIAL CONTROL

YOUR NEED FOR PROFESSIONAL DEVELOPMENT

	DEV201	DEV202	DEV203	DEV204	DEV205	DEV206	DEV207
FREQ							
0	20	20	14	18	16	16	22
1	14	13	17	14	16	17	11
2	2	2	5	4	4	3	3
TOTAL	36	35	36	36	36	36	36
PRCNT							
0	55.56	57.14	38.89	50.00	44.44	44.44	61.11
1	38.89	37.14	47.22	38.89	44.44	47.22	30.56
2	5.56	5.71	13.89	11.11	11.11	8.33	8.33
MEAN	.50	.49	.75	.61	.67	.64	.47

NATIONAL RESULT

	DEV201	DEV202	DEV203	DEV204	DEV205	DEV206	DEV207
FREQ							
0	452	477	380	356	409	372	414
1	189	146	216	258	195	248	207
2	16	23	47	37	36	35	33
TOTAL	657	646	643	651	640	655	654
PRCNT							
0	68.80	73.84	59.10	54.69	63.91	56.79	63.30
1	28.77	22.60	33.59	39.63	30.47	37.86	31.65
2	2.44	3.56	7.31	5.68	5.63	5.34	5.05
MEAN	.34	.30	.48	.51	.42	.49	.42

FINAL REPORT
COLLEGE 62

HUMAN RELATIONS AND PERSONNEL ADMIN

ONE OF YOUR TASKS61

	TSK401	TSK402	TSK403	TSK404	TSK405	TSK406	TSK407	TSK408	TSK409	TSK410	TSK411	TSK412	TSK413	TSK414
FREQ														
0	1	6	3	4	1	2	8	26	1	15	4	14	1	4
1	35	30	33	32	35	34	28	10	35	21	32	22	35	32
TOTAL	36	36	36	36	36	36	36	36	36	36	36	36	36	36
PRCNT														
0	2.78	16.67	8.33	11.11	2.78	5.56	22.22	72.22	2.78	41.67	11.11	38.89	2.78	11.11
1	97.22	83.33	91.67	88.89	97.22	94.44	77.78	27.78	97.22	58.33	88.89	61.11	97.22	88.89
MEAN	.97	.83	.92	.89	.97	.94	.78	.28	.97	.58	.89	.61	.97	.89

NATIONAL RESULT

	TSK401	TSK402	TSK403	TSK404	TSK405	TSK406	TSK407	TSK408	TSK409	TSK410	TSK411	TSK412	TSK413	TSK414
FREQ														
0	37	148	56	151	47	85	122	304	13	195	91	193	36	211
1	633	517	614	518	623	583	549	364	657	474	577	476	631	449
TOTAL	670	665	670	669	670	668	671	668	670	669	668	669	667	660
PRCNT														
0	5.52	22.26	8.36	22.57	7.01	12.72	18.18	45.51	1.94	29.15	13.62	28.85	5.40	31.97
1	94.48	77.74	91.64	77.43	92.99	87.28	81.82	54.49	98.06	70.85	86.38	71.15	94.60	68.03
MEAN	.94	.78	.92	.77	.93	.87	.82	.54	.98	.71	.86	.71	.95	.68

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IMPORTANCE THAT IT SHOULD BE YOUR TASK

	IMP401	IMP402	IMP403	IMP404	IMP405	IMP406	IMP407	IMP408	IMP409	IMP410	IMP411	IMP412	IMP413	IMP414
FREQ														
1	31	17	31	19	31	23	19	10	31	11	27	13	27	19
2	4	13	2	10	2	7	11	8	3	9	5	11	7	6
3	0	4	2	5	2	3	3	13	1	11	1	7	1	8
4	0	1	0	0	0	0	1	3	0	3	2	4	0	2
TOTAL	35	35	35	34	35	35	34	34	35	34	35	35	35	35
PRCNT														
1	88.57	48.57	88.57	55.88	88.57	65.71	55.88	29.41	88.57	32.35	77.14	37.14	77.14	54.29
2	11.43	37.14	5.71	29.41	5.71	20.00	32.35	23.53	8.57	26.47	14.29	31.43	20.00	17.14
3	0.00	11.43	5.71	14.71	5.71	14.29	8.82	38.24	2.86	32.35	2.86	20.00	2.86	22.86
4	0.00	2.86	0.00	0.00	0.00	0.00	2.94	8.82	0.00	8.82	5.71	11.43	0.00	5.71
MEAN	1.11	1.69	1.17	1.59	1.17	1.49	1.59	2.26	1.14	2.18	1.37	2.06	1.26	1.80

NATIONAL RESULT

	IMP401	IMP402	IMP403	IMP404	IMP405	IMP406	IMP407	IMP408	IMP409	IMP410	IMP411	IMP412	IMP413	IMP414
FREQ														
1	545	368	534	350	557	405	376	253	581	230	430	251	510	279
2	66	164	82	172	60	173	176	197	56	196	151	195	89	139
3	12	82	19	75	21	48	63	127	14	140	51	125	30	139
4	14	38	23	51	21	29	41	71	9	83	22	75	22	81
TOTAL	657	652	658	648	659	655	656	648	660	649	654	646	651	638
PRCNT														
1	86.00	56.44	81.16	54.01	84.52	61.83	57.32	39.04	88.03	35.44	65.75	38.85	78.34	43.73
2	10.05	25.15	12.46	26.54	9.10	26.41	26.83	30.40	8.48	30.20	23.09	30.19	13.67	21.79
3	1.83	12.58	2.89	11.57	3.19	7.33	9.60	19.60	2.12	21.57	7.80	19.35	4.61	21.79
4	2.13	5.83	3.50	7.87	3.19	4.43	6.25	10.96	1.36	12.79	3.36	11.61	3.38	12.70
MEAN	1.20	1.68	1.29	1.73	1.25	1.56	1.65	2.02	1.17	2.12	1.49	2.04	1.33	2.03

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YOUR NEED FOR PROFESSIONAL DEVELOPMENT

	DEV401	DEV402	DEV403	DEV404	DEV405	DEV406	DEV407	DEV408	DEV409	DEV410	DEV411	DEV412	DEV413	DEV414
FREQ														
0	22	18	27	26	20	26	30	24	18	22	14	19	13	19
1	12	16	7	9	14	8	5	11	13	12	15	12	17	9
2	2	2	2	0	1	1	0	0	5	1	7	5	6	8
TOTAL	36	36	36	35	35	35	35	35	36	35	36	36	36	36
PCNT														
0	61.11	50.00	75.00	74.29	57.14	74.29	85.71	68.57	50.00	62.86	38.89	52.78	36.11	52.78
1	33.33	44.44	19.44	25.71	40.00	22.86	14.29	31.43	36.11	34.29	41.67	33.33	47.22	25.00
2	5.56	5.56	5.56	0.00	2.86	2.86	0.00	0.00	13.89	2.86	19.44	13.89	16.67	22.22
MEAN	.44	.56	.31	.26	.46	.29	.14	.31	.64	.40	.81	.61	.81	.69

NATIONAL RESULT

	DEV401	DEV402	DEV403	DEV404	DEV405	DEV406	DEV407	DEV408	DEV409	DEV410	DEV411	DEV412	DEV413	DEV414
FREQ														
0	409	387	469	495	392	466	531	339	245	435	258	351	232	279
1	215	223	173	144	238	181	110	247	351	185	289	248	320	251
2	38	42	20	13	33	12	11	65	69	33	111	55	100	113
TOTAL	662	652	662	652	663	659	660	651	665	653	658	654	652	643
PCNT														
0	61.78	59.36	70.85	75.92	59.13	70.71	80.45	52.07	36.84	66.62	39.21	53.67	36.07	43.39
1	32.48	34.20	26.13	22.09	35.90	27.47	17.88	37.94	52.78	28.33	43.92	37.92	48.71	39.04
2	5.74	6.44	3.02	1.99	4.98	1.82	1.67	9.98	10.38	5.05	16.87	8.41	15.22	17.57
MEAN	.44	.47	.32	.26	.46	.31	.21	.58	.74	.38	.78	.55	.79	.74

APPENDIX 4.

ANALYSIS BY COLLEGE TYPE : RANGE OF TASKS AND PROFESSIONAL DEVELOPMENT NEEDS

Code:

College type A :	Large multi-purpose colleges
College type B :	Smaller multi-purpose colleges
College type C :	Colleges mainly or wholly concerned with teacher education
College type D :	Other mono-purpose colleges.

APPENDIX 4.

ANALYSIS BY COLLEGE TYPE : RANGE OF TASKS AND PROFESSIONAL DEVELOPMENT NEEDS

AREA: 200 BUDGETTING AND FINANCIAL CONTROL TASKS

Item No.	ONE OF YOUR TASKS ? (Proportion indicating yes)					NEED FOR PROFESSIONAL DEVELOPMENT (Mean scores; None = 0, some = 1, considerable = 2)				
	All Groups	A	B	C	D	All Groups	A	B	C	D
201	.88	.74	.92	.88	.90	.34	.31	.30	.39	.39
202	.57	.76	.60	.36	.63	.30	.30	.28	.31	.24
203	.42	.44	.41	.40	.59	.48	.53	.48	.45	.41
204	.85	.76	.87	.86	.86	.51	.50	.49	.55	.47
205	.51	.70	.56	.30	.59	.42	.45	.42	.35	.36
206	.88	.79	.90	.88	.92	.49	.47	.48	.52.	.38
207	.88	.85	.89	.86	.92	.42	.39	.38	.47	.44

AREA: 300 STUDENT RELATIONS AND ASSOCIATED ADMINISTRATIVE TASKS

301	.43	.29	.38	.60	.44	.18	.12	.17	.25	.17
302	.59	.68	.58	.57	.56	.27	.18	.25	.29	.30
303	.54	.73	.51	.46	.63	.26	.18	.24	.30	.30
304	.63	.73	.60	.66	.66	.50	.42	.48	.53	.60
305	.81	.85	.80	.81	.86	.37	.27	.34	.45	.49
306	.54	.63	.58	.40	.50	.43	.47	.41	.47	.34
307	.75	.68	.74	.83	.73	.52	.43	.48	.66	.47
308	.75	.73	.75	.78	.70	.46	.34	.42	.62	.44
309	.83	.82	.81	.84	.82	.26	.19	.25	.30	.38

APPENDIX 4.

ANALYSIS BY COLLEGE TYPE : RANGE OF TASKS AND PROFESSIONAL DEVELOPMENT NEEDS

AREA : 400 HUMAN RELATIONS AND PERSONNEL ADMINISTRATION TASKS

Item No.	ONE OF YOUR TASKS ? (Proportion indicating yes)					NEED FOR PROFESSIONAL DEVELOPMENT (Mean scores ; None = 0, some = 1, considerable = 2)				
	All Groups	A	B	C	D	All Groups	A	B	C	D
401	.94	.96	.96	.88	.98	.44	.34	.43	.47	.47
402	.78	.71	.82	.74	.86	.47	.38	.45	.50	.58
403	.92	.96	.95	.79	.94	.32	.27	.31	.38	.29
404	.77	.87	.81	.58	.86	.26	.18	.26	.28	.31
405	.93	.98	.95	.83	1.00	.46	.43	.44	.48	.43
406	.87	.94	.91	.75	.94	.31	.24	.28	.38	.33
407	.82	.78	.86	.72	.96	.21	.10.	.20	.29	.20
408	.54	.35	.60	.59	.60	.58	.40	.58	.65	.56
409	.98	.99	.98	.97	1.00	.74	.65	.73	.72	.76
410	.71	.59	.77	.63	.80	.38	.26	.40	.45	.37
411	.86	.93	.89	.73	.96	.78	.65	.76	.82	.96
412	.71	.69	.77	.55	.88	.55	.43	.56	.57	.63
413	.95	.96	.97	.90	.94	.79	.72	.81	.73	1.00
414	.68	.81	.72	.51	.73	.74	.66	.77	.70	.72

AREA : 500 CURRICULUM AND INSTRUCTION TASKS

Item No.										
	.82	.79	.78	.87	.90	.50	.32	.51	.57	.47
501	.92	.94	.91	.90	.90	.67	.53	.66	.75	.63
502	.87	.88	.84	.92	.92	.63	.45	.66	.72	.63
503	.72	.72	.70	.75	.82	.61	.37	.66	.66	.59
504	.91	.92	.90	.93	.88	.82	.61	.85	.81.	.96
505	.80	.80	.82	.80	.80	.60	.35	.63	.62	.76
506	.52	.44	.48	.64	.58	.36	.18	.36	.47	.46
507	.34	.23	.34	.44	.30	.32	.20	.31	.40	.36
508	.87	.86	.86	.93	.84	.59	.50	.57	.67	.61
509	.71	.92	.73	.59	.64	.83	.64	.85	.93	.78
510	.81	.88	.78	.85	.76	.68	.50	.68	.76	.78
511	.40	.50	.42	.30	.48	.69	.49	.67	.84	.68

APPENDIX 4.

ANALYSIS BY COLLEGE TYPE : RANGE OF TASKS AND PROFESSIONAL DEVELOPMENT NEEDS

AREA: 600 PERSONAL/PROFESSIONAL DEVELOPMENT TASKS

Item No.	ONE OF YOUR TASKS ? (Proportion indicating yes)					NEED FOR PROFESSIONAL DEVELOPMENT (Mean scores; None = 0, some = 1, considerable = 2)				
	All Groups	A	B	C	D	All Groups	A	B	C	D
601	.61	.65	.58	.64	.71	.81	.74	.78	.92	.87
602	.75	.92	.76	.61	.86	.51	.31	.52	.65	.39
603	.95	.97	.95	.95	.88	.27	.25	.27	.23	.35
604	.65	.81	.66	.54	.56	.63	.36	.58	.89	.55
605	.61	.66	.60	.68	.55	.53	.38	.52	.66	.52
606	.92	.94	.92	.90	.90	.19	.12	.18	.26	.22
607	.77	.87	.78	.68	.79	.57	.52	.56	.65	.51
608	.35	.38	.35	.36	.27	.25	.17	.23	.33	.29
609	.75	.87	.76	.66	.76	.49	.35	.49	.61	.45
610	.70	.73	.72	.63	.83	.65	.57	.65	.69	.79
611	.93	.95	.93	.90	.94	.59	.43	.56	.71	.71
612	.84	.89	.85	.82	.86	.51	.37	.51	.61	.41
613	.92	.97	.92.	.91	.94	.63	.56	.62	.67	.65
614	.89	.93	.90	.84	.92	.67	.56	.66.	.80	.61
615	.92	.96	.92	.90	.92	.59	.49	.57	.73	.50

Area: 700 INTERNAL ADMINISTRATION TASKS

701	.73	.59	.75	.75	.71	.46	.41	.46	.46	.46
702	.56	.25	.60	.68	.46	.11	.09	.11	.15	.08
703	.86	.83	.86	.83	.90	.25	.20	.26	.30	.18
704	.63	.55	.67	.53	.76	.30	.25	.31	.30	.25
705	.28	.33	.33	.18	.22	.88	.67	.80	1.08	.98
706	.61	.65	.62	.57	.72	.56	.36	.57	.61	.62
707	.63	.54	.66	.58	.73	.49	.33	.50	.54	.55
708	.83	.78	.86	.80	.86	.60	.47	.63	.67	.63
709	.77	.67	.78	.81	.71	.42	.34	.46	.42	.35
710	.90	.93	.89	.92	.92	.52	.40	.52	.58	.56
711	.88	.93	.88	.88	.78	.44	.43	.42	.53	.38
712	.99	.98	.99	.99	1.00	.39	.28	.41	.39	.39
713	.90	.90	.92	.86	.88	.36	.26	.38	.38	.37
714	.78	.79	.84	. 65	.86	.31	.25	.28	.36	.30
715	.79	.88	.80	.70	.90	.37	.23	.37	.45	.28

APPENDIX 4.

ANALYSIS BY COLLEGE TYPE : RANGE OF TASKS AND PROFESSIONAL DEVELOPMENT NEEDS

AREA: 800 MAINTENANCE OF INTERNAL/EXTERNAL RELATIONSHIP TASKS

Item No.	ONE OF YOUR TASKS ? (Proportion indicating yes)					NEED FOR PROFESSIONAL DEVELOPMENT (Mean scores; None = 0, some = 1, considerable = 2)				
	All Groups	A	B	C	D	All Groups	A	B	C	D
801	.91	.93	.98	.99	1.00	.33	.23	.33	.39	.32
802	.83	.93	.85	.70	.92	.48	.36	.49	.57	.42
803	.96	.98	.95	.95	.98	.37	.21	.39	.49	.24
804	.92	.95	.93	.90	.80	.50	.33	.51	.58	.42
805	.92	.89	.91	.93	.96	.35	.32	.35	.43	.28
804	.98	.97	.98	.98	1.00	.20	.15	.20	.23	.22
805	.96	.96	.94	.97	.96	.25	.21	.24	.32	.24
806	.96	,91	.97	.96	.98	.29	.22	.27	.36	.30
807	.86	.82	.86	.86	.84	.24	.21	.22	.29	.20
808	.53	.74	.55	.38	.61	.79	.69	.81	.82	.71
809	.42	.50	.27	.27	.57	.43	.23	.48	.48	.30

APPENDIX 5

WESTERN AUSTRALIAN INSTITUTE OF TECHNOLOGY

EDUCATIONAL DEVELOPMENT UNIT

WORKSHOP FOR SENIOR STAFF
on
BUDGETTING AND FINANCIAL CONTROL

THURSDAY, OCTOBER 15TH, 1981: 9.00 a.m. - 4.30 p.m.

PURPOSES

The purposes for the workshop have been derived from the survey of the professional development needs of Heads conducted earlier this year, together with a limited follow up survey which sought further details. In those surveys, WAIT Heads indicated a need for the development of their knowledge and skills in the following areas:

1. Understanding and using the WAIT financial system - including the interpretation of financial reports, the categories of funds, the monitering of expenditure.
2. The budgetting of non-salary expenditure, and salary and associated expenditure (full-time and part-time staff), for the next financial year.
3. The linking of budgets to Divisional/School planning, including the identification of activities to be developed, reduced or phased out.
4. Making effective use of the financial flexibility available.
5. Making staffing money stretch further.

WORKSHOP PROGRAMME

9.00	The WAIT Budget System and financial reporting system.
10.15	Morning Tea
10.45	How to budget at Divisional/School level - clarification of objectives - budget profiles - estimating costs - budget autonomy - "check list" of items to account for in the budget - budget "tips and tricks".
11.15	Lunch break (Buffet lunch)
1.30	Case Study - simulated budget process. Small syndicate groups will be presented with the task of preparing and monitering a budget for a simulated school.
3.30	Afternoon tea
4.00	Plenary session
4.30	Close
5.00	Social interaction. A cash bar will operate.